



Experiences in Homemaking



LAITEM-MILLER



EX LIBRIS
UNIVERSITATIS
ALBERTAENSIS



DIRECTOR OF AGRICULTURE

MAR 16 1960

TX

145

L18

1960

curr Hist



in

Experiences Homemaking

New Edition

By HELEN H. LAITEM

*Lakewood High School, Lakewood, Ohio
Formerly of Emerson Junior High School,
Lakewood, Ohio*

and FRANCES S. MILLER

*Head of the Home Economics Department,
Lakewood High School, Lakewood, Ohio*



GINN AND COMPANY

BOSTON · NEW YORK · CHICAGO
ATLANTA · DALLAS · PALO ALTO
TORONTO · LONDON

© COPYRIGHT, 1960, BY GINN AND COMPANY
COPYRIGHT, 1954, 1944, 1941, BY GINN AND COMPANY
PHILIPPINES COPYRIGHT, 1954, BY GINN AND COMPANY

ALL RIGHTS RESERVED

260.1

A

LIBRARY
UNIVERSITY OF ALBERTA



Preface

The present edition of *Experiences in Homemaking* is a complete revision of the first edition printed in 1941. New subject matter has been added, and the old reorganized and brought up-to-date. There are many new illustrations.

The purpose of the book is to help young people become better home members. It presents a broad introductory course in home economics. The subject matter is presented in such a way as to develop those interests and needs of the student which relate to personality development, social and family relationships, and homemaking skills.

Chapter One deals with the immediate concern of all young people, that of being well thought of by people of their own age group. From this approach, problems involved in living successfully with one's parents and brothers and sisters are treated. Through a study of these problems, the student will gain an understanding of her place in the family as well as acquire some sense of the responsibilities concerned with being a good family member.

The material on food preparation is presented on the meal basis. The recipes given are for simple, typical dishes which illustrate the fundamental principles of cookery. There are enough dishes suggested to make it possible to serve complete meals; however, if the time is limited, part of a meal or separate dishes may be prepared.

In order that the principles of nutrition may be adequately presented, and that the pupil may have an understanding of the food value of the various dishes prepared, nutrition is treated in a series of units preceding the work on food preparation. The value of health as an asset in personal appearance, and as a foundation for a satisfying life is developed in the chapter, "Keeping Healthy and Attractive."

The subject matter in clothing is presented from the standpoint of the girl's present interest; namely, improving her personal appearance. While the fundamentals of clothing construction are sufficiently treated to enable the pupil to acquire a considerable skill in sewing, the selection and care of clothing are stressed more than its construction. However, teachers may easily adjust the emphasis on these three phases of clothing according to the needs and interests of their class.

Through a study of the furnishing of and caring for a girl's room, the student will develop an appreciation of some of the skills demanded by good housekeeping.

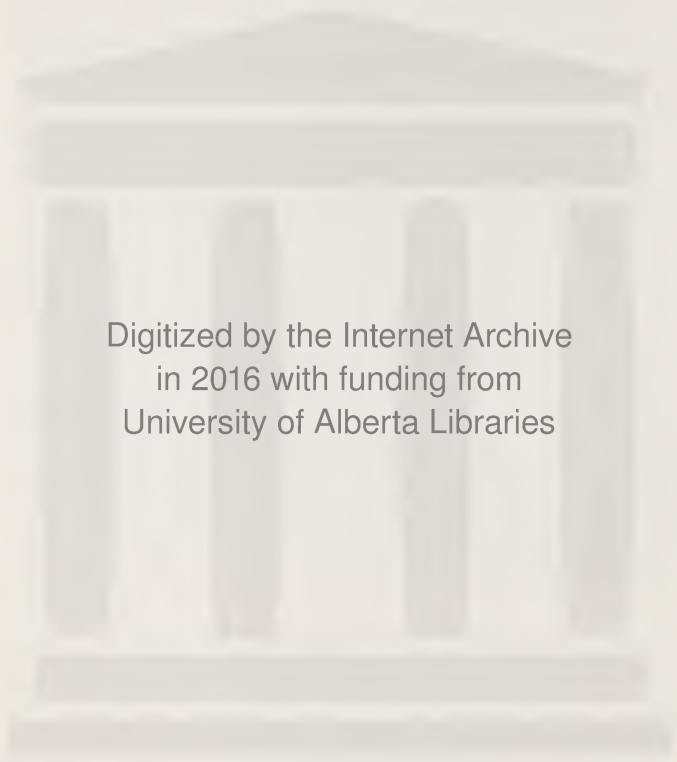
The principles and problems of buying are discussed wherever there is a need. In an introductory course this treatment seems more practical than segregation of buying in a separate unit. Desirable standards are set up for specific purchases, and emphasis is laid on the development of a sense of values, and on purchasing for enduring satisfaction.

In the chapter "Caring for the Sick at Home," it is suggested that the young girl in the family should act as an assistant to her mother in caring for the sick. In this way, the student will learn to take over as much of the responsibility of caring for the sick as she is capable of doing.

The content of the book is such that it may be used in the junior high school or in a general course in the senior high school. The sections on food and clothing may be used in courses where these subjects alone are taught. The topics may be presented in any sequence suitable

for individual situations, since they are not dependent on one another. The numerous assignments throughout the text satisfy the desire for activity which is strong in girls of this age and, at the same time, they are a valuable learning device. The material has been refined through use in the authors' classes, and only that which has proved valuable in meeting the needs of the pupils for whom the book is intended has been retained. An effort has been made to keep the language simple and within the vocabulary of the pupils.

The authors wish to express their appreciation to the people who have helped make this book possible; to the pupils in classes who have used the material in mimeographed form for their frank reaction to the material as originally presented; to our superintendent Dr. Martin W. Essex, and our former superintendents Dr. George A. Bowman, President of Kent State University, Kent, Ohio, and Mr. Paul A. Rehms, Superintendent of the Portland, Oregon, schools, for encouragement and understanding; to our former and present principals, Miss Grace Needham, Mr. John C. Mitchell and Mr. Mahlon A. Povenmire for freedom to develop the course and to use the material in our classes; and to Mrs. Edith Infield and Mrs. Harriet Petersen for their careful preparation of the manuscript. Mention should also be made of the help received at various stages from Miss Joan Rock, formerly Director of Home Economics, Pratt Institute, Brooklyn, New York; from Mrs. E. C. Voorhees, professor of home economics at the Pratt Institute; and from Dr. Ruth Palmer, Head of Home Economics, University of Minnesota at Duluth.



Digitized by the Internet Archive
in 2016 with funding from
University of Alberta Libraries



Contents

	PAGE
Chapter 1 • WHAT ARE YOU REALLY LIKE?	
UNIT ONE: How Can You Be Popular?	3
UNIT TWO: Keeping Friends	12
UNIT THREE: Courtesies That Help to Strengthen Friendships	18
UNIT FOUR: What Forces Make You What You Are?	27
UNIT FIVE: How Do Habits Help You in Your Daily Living?	37
UNIT SIX: How Grown-Up Are You?	42
Chapter 2 • LIVING WITH YOUR FAMILY	
UNIT ONE: Family Patterns	54
UNIT TWO: The Family Council	60
UNIT THREE: How Can Brothers and Sisters Get Along Together Peaceably?	63
Chapter 3 • HELPING YOUR YOUNGER BROTHERS AND SISTERS	
UNIT ONE: Why Should You Study about Your Younger Brothers and Sisters?	69

	PAGE
UNIT TWO: How Can You Help Your Younger Brothers and Sisters to Develop Physically?	71
UNIT THREE: How Can You Help Your Younger Brothers and Sisters to Develop Mentally?	86
UNIT FOUR: How Can You Help Your Younger Brothers and Sisters to Develop Socially?	89
UNIT FIVE: Your Older Brothers and Sisters	100
Chapter 4 • SHARING THE FAMILY INCOME	
UNIT ONE: What Is Family Income?	102
UNIT TWO: Why Should You Feel Some Responsibility for the Spending and Saving of the Family Income?	104
UNIT THREE: What Is Your Part in Making the Family Budget?	109
Chapter 5 • KEEPING HEALTHY AND ATTRACTIVE	
UNIT ONE: How Can You Keep in Good Health?	119
UNIT TWO: How to Keep Clean	126
UNIT THREE: Other Aids to Good Looks	138
Chapter 6 • EATING FOR FUN AND FOR HEALTH	
UNIT ONE: Why Eat Three Meals a Day?	140
UNIT TWO: What Is Meant by Adequate Food?	145
UNIT THREE: What Foods Will Enable You to Carry On the Activities of Your Day?	149
UNIT FOUR: What Foods Help Your Body to Grow and to Keep in Repair?	154
UNIT FIVE: How Does Food Help Your Body to Grow Normally and to Protect It from Disease?	162
UNIT SIX: Planning Three Meals a Day	171
UNIT SEVEN: Kitchen Technique	174
Chapter 7 • BREAKFAST	
UNIT ONE: Preparing and Serving a Simple Breakfast	184
UNIT TWO: Getting Variety into the Breakfast Menu	194
UNIT THREE: Breakfasts for Special Occasions	206

	PAGE
Chapter 8 • LUNCHEON	
UNIT ONE: Luncheon Plans	226
UNIT TWO: Cream Soups Used as the Main Dish at Lunch	230
UNIT THREE: Meat Substitutes Used as Main Dishes at Lunch	240
UNIT FOUR: Salads Used as Main Dishes at Lunch	255
UNIT FIVE: Meat Extenders Used as the Main Dish at Lunch	265
UNIT SIX: Lunches Are Packed for School, Work, and Picnics	275
Chapter 9 • DINNER	
UNIT ONE: Dinner Plans	282
UNIT TWO: Cooking Meat for Dinner	288
UNIT THREE: Vegetables for Dinner	297
UNIT FOUR: Preparing a Dinner in Which the Meat Is Cooked with Dry Heat	302
UNIT FIVE: Preparing a Dinner in Which the Meat Is Cooked with Moist Heat	308
Chapter 10 • ENTERTAINING IN YOUR HOME	
UNIT ONE: Giving a Party	315
UNIT TWO: Preparing Refreshments for Other Parties	326
UNIT THREE: Making Candy	339
Chapter 11 • SERVING YOUR MEALS	
UNIT ONE: What Is the Correct Way to Set the Table and to Serve?	345
UNIT TWO: What Table Manners Are Correct?	356
Chapter 12 • BUYING FABRICS	
UNIT ONE: Why Is a Knowledge of Textiles Valuable?	362
UNIT TWO: Fibers Used in Clothing	365
UNIT THREE: How Is Cloth Made?	374
Chapter 13 • SELECTING SUITABLE AND BECOMING CLOTHING	
UNIT ONE: What Is Meant by Line in Dress?	388
UNIT TWO: Pleasing Color in Dress	397
UNIT THREE: Good Fit and Good Workmanship in Clothing	402

	PAGE
UNIT FOUR: Appropriate Clothing	407
UNIT FIVE: What Should You Know about Footwear?	414
UNIT SIX: How Much Does Your Clothing Cost?	421
Chapter 14 • CARING FOR YOUR CLOTHES	
UNIT ONE: How Should You Care for Your Clothes?	423
UNIT TWO: Daily Care of Your Clothes	426
UNIT THREE: Weekly Care of Your Clothes	428
UNIT FOUR: Seasonal Care of Your Clothes	437
Chapter 15 • MAKING YOUR CLOTHES	
UNIT ONE: The Necessary Tools for Sewing	440
UNIT TWO: Making Your Own Clothes	454
UNIT THREE: Details to Help You Sew	464
Chapter 16 • HELPING TO CARE FOR YOUR HOME	
UNIT ONE: Why Keep Your Room in Order?	500
UNIT TWO: Daily Care of Your Room	503
UNIT THREE: Your Other Responsibilities in Housekeeping	509
Chapter 17 • FURNISHING YOUR ROOM	
UNIT ONE: Decorating Your Room	513
UNIT TWO: Choosing and Arranging Suitable Furniture for Your Room	514
UNIT THREE: Creating a Pleasing Background in Your Room	527
UNIT FOUR: Choosing Suitable Curtains for Your Room	531
UNIT FIVE: What May You Make for Your Room?	535
Chapter 18 • CARING FOR THE SICK AT HOME	
UNIT ONE: Why Should You Learn How to Care for Illness?	540
UNIT TWO: Recognizing Signs of Illness	541
UNIT THREE: Making a Bed Patient Comfortable	545
UNIT FOUR: Special Needs of a Bed Patient	549
UNIT FIVE: Carrying Out the Doctor's Orders	555
UNIT SIX: Feeding a Patient	562
Appendix	571
Index	583

Experiences
in Homemaking





CHAPTER ONE

What are you really like?

UNIT I

HOW CAN YOU BE POPULAR?

In your school is there a girl like Susan? A girl with a ready smile, and a friendly way with everyone? Her classmates know and like Susan and she is always invited to the school dances, has plenty of dates, and seems to get along well with the members of her own sex. If she is suggested for an office in a club, in her home-room, or on the student council, she is generally elected.

Perhaps you have been mistaken about some of the things that you have always thought made people popular. Many girls think that if they were better looking they would be better liked. Susan is a nice-looking girl, but there are many girls in her class who are much prettier than she, and yet they are not especially well liked. So, apparently, beauty does not necessarily make a person popular. It isn't that Susan has a great deal of money to spend, for she often refuses to stop for a soda after school, saying that she is "broke" or that she can't afford it because she must save for her sister's birthday gift. It isn't that she has expensive and elaborate clothes, for Susan wears

about the same kind of clothes that the other girls in her class wear. What makes Susan popular? By the time you have read the first part of this book, you should be able to answer this question.

Clothes and popularity. Girls are more likely than boys to feel that the question of dress is an important part of the problem of being well-liked. Some of you have probably looked with envy at the beautiful clothes of the most elaborately dressed girl in your class. Many girls feel that if they had an unlimited clothes' allowance and were permitted to buy what they wanted, their chances of becoming popular would be greatly increased. This is an idea that some women never outgrow. Actually, however, the most elaborate and expensive wardrobe in the world would not, in and of itself, make its owner better liked. Is the girl with the most elaborate wardrobe always the most popular girl in your school? Like Susan, probably the most outstanding girl in your school has clothes that are just about the same as yours.

The girl who has learned to take good care of a simple wardrobe so that her clothes always seem to be neat and in good order is more likely to make an attractive appearance than a girl who has more clothes but who does not keep them immaculate and well pressed. Attractive and suitable clothes do help a girl in gaining poise, but these same clothes will do nothing for her if she does not keep them in order.

Sometimes the question of suitability causes difficulties; girls often consider any costume suitable for school that is worn by the majority of girls in the group. Jane's mother, on the other hand, may feel that no matter who else wears dungarees and shirts with the tails hanging out, her daughter is going to be dressed suitably according to her, the mother's, standards. This, of course, is an extreme case. Usually any young person is happier if her clothes approximate the type of dress worn by most of her friends. If sweaters and tweed skirts are the customary dress of girls in your school, you are going to be happier in such an outfit than in a frilly dress. Most important, the girl who feels that her clothes are not conspicuously different from those of her friends is relieved of the necessity of thinking about her clothes all the time, wondering whether they look right, wondering if she appears odd to the others, or wondering what she can do to improve them.



Which girls are suitably dressed? What is your criticism of the unsuitable dresses?

Esther seemed, in her first few months at high school, like a very shy, self-effacing girl. It was agony for her to be called upon to deliver a talk from the front of the room. She always tried to keep a chair or a desk or some other article of furniture between her and the person to whom she was talking. Everyone observed Esther's shyness; it was that rather than her clothes that made people notice Esther. Her teacher of home economics learned that Esther was one of a rather large family, and that the family was very glad to receive and use the clothes handed on from older cousins as they got through with them. Esther realized that her cousin Ada's dresses were too old in style for her and that they did not fit well. Esther's mother had very little time to give to the problem of her daughter's clothes. It was fortunate, therefore, that Esther's home economics teacher won her confidence and suggested that the next time some clothes came from her cousin,

Esther bring them to school. She could make the problem of remodeling one of her cousin's dresses a project in her clothing class. Esther was delighted when she found that it was easy, with her teacher's help, to make a fussy, woolen afternoon dress into a pleated skirt and a sleeveless jacket under which she could wear a blouse of contrasting color. As soon as Esther no longer felt conspicuous and awkward in unbecoming clothes, she found that she was much more able to take part in the activities of her classes.

What Esther learned to do with her teacher's help almost any teenage girl can do, if she really wants to, either with her mother's or her teacher's help.

Building self-confidence. Many girls who have no problem to overcome in the matter of dress do lack self-confidence, however, because they feel that they have nothing special to contribute to their group. One of the surest ways of building self-confidence is to learn to do some one thing extremely well. In making a choice of this kind, you must be sure that you are choosing something that you really want to do and something that is within your ability to accomplish. For instance, a tall, awkward, ungainly girl may need dancing lessons far more than her graceful sisters, but she would be unwise to choose dancing as the one social art to develop as her chief interest.

Thus, when Katharine decided that she would make music her chief interest, she realized that she had a strong sense of rhythm, a good ear, and hands that were both large enough and flexible enough to make playing the piano well a possibility. Because Katharine knew that she needed to enter more fully into the life of her group, she did not devote her interest in music exclusively to the study and playing of classical pieces. She learned to play well for dancing and for accompanying friends who liked to sing. As she gained skill, she tried out for the school orchestra. In these ways Katharine developed an ability in order to open up new avenues of companionship.

Often a girl needs to concentrate a general interest in athletics upon one special sport that she can hope to play successfully. Thus, if a girl wants to be in demand with both boys and girls and if she has any aptitude for tennis, she is probably wiser to devote herself to learning to play tennis well rather than to choose basketball, for in-

stance, which she would be likely to play only with other girls and only as a school sport. Of course, every girl and boy should learn to dance, swim, skate, or ski, if possible, but when a choice must be made, it is well to concentrate on a sport that will bring you the most numerous opportunities for companionship.

How to be a popular leader. We have been talking for the most part about young people who need to build up their self-confidence in order to be better liked. There are many boys and girls, however, who do not lack confidence in themselves but who perhaps are not as well liked as they would wish. Perhaps you are one of those young people who naturally assume leadership in your group and yet feel that your classmates don't

really like you. If so, it might be wise for you to consider whether you force your point of view upon others too often. To a certain extent, every group enjoys having leaders, but very few groups enjoy being bossed. The boy or girl who is a natural leader should constantly try to bring out other members of the group. He should try to find out what the group as a whole prefers and what individual members of it prefer. Instead of imposing the will of one or two people upon the majority, he should allow other members of the group to have their say and indicate their choices. Interestingly enough, under these circumstances the group that may have been rebelling at Tom's leadership will almost invariably, when given the opportunity to choose for themselves, beg Tom to help them make a choice. Really able leaders rarely, if ever, lose any of their leadership by giving the group some freedom of choice.



In accompanying her friends, while they sing, Katharine is not only helping to give them a good time but she is helping herself to enter into group fun more easily



What is your advice for the girl who finds she is a wallflower?

Social strategy as an aid to popularity. A young person who is earnestly trying to grow up into a well-rounded person may very well say: "I need help on how to handle a special situation. I don't want to admit to my mother that I am not as well liked as I wish"; or "How can I become a part of a more desirable group than the one I seem to have drifted into?" And girls often ask: "What can an average girl do to be sure of a date for the prom when there are more girls than boys in a school?"

Though it is unlikely, it is possible that a boy or a girl may have excellent manners and still feel not as well liked by others as he or she might wish. This

lack of acceptance may be imaginary, but it may have some foundation in the organization of his school or community. There are today many schools in which rather loosely organized groups, sometimes called cliques, sets, or gangs, are so numerous that a boy or girl who does not belong to one of these recognized groups feels somewhat left out. No matter what older people may say, every boy and girl knows that no one person can change such a setup or attempt alone to make a way into any one of these groups without running the risk of being thought pushing or intrusive. In such situations it is always better to act not as an individual but in the company of others. This is one of the basic principles of getting along in society, and the boy or girl who learns this principle early and acts upon it has a far happier time than the one who has to learn it as an adult.

In Centerville, for instance, about two blocks from the high school, there is a drug store which is always jammed with students at the close of school. Every one of the loosely organized sets in the school dashes there for a quick pickup: coke, ice cream, a malted milk, or a sandwich. Each day these groups preempt certain booths and tables. Louise's mother cannot understand why Louise will not go to the drug store by herself and get a coke or some ice cream, but every girl Louise's age knows why she won't go. She feels that to go there alone would advertise the fact that she is a lone wolf. She also knows that if she tried, no matter how graciously, to start a conversation with members of any one of the groups in the hope of being asked to join it, she would be thought forward and pushing. What can Louise do?

If Louise is a smart girl, she knows that there are in the school a number of other girls who, like herself, are perhaps newcomers to the school or community or who have not yet found their place in the social life of the school. Louise's problem is to round up five or six girls who are to some degree congenial to each other. Remember, they need not want to become intimate friends. They should, however, have some mutual interest aside from that of being left out of the recognized groups. If Louise can round up anywhere from five to eight girls, neither she nor they will feel any self-consciousness in going to the drug store, for what one person cannot do alone, five or six can do successfully and without self-consciousness. The chances are that after several weeks of going to the drug store in this fashion, some of Louise's companions will inevitably be drawn into the other groups, for groups of this kind in a school constantly merge, shift, and change. Even if the merging should not take place, Louise and her friends will be able to enjoy a simple pleasure in a natural way.

Julia's problem was quite different. In her school there are considerably more girls than boys. The high light of the social season is the dance that follows the junior play. Obviously, not every girl in the school can have an escort from the school. Julia and several of her friends overcame their self-consciousness sufficiently to discuss among themselves what they could do to be sure of an invitation to the dance. Some of Julia's group know that they will probably be invited; however, they dread the possibility of being left out. No one



Parade

Is this group typical of the after-class groups at your school? What makes such gatherings fun?

of the girls, of course, could invite a boy to take her to the dance. Julia's mother suggested a plan that worked well for Julia and will work well for almost any similar group of girls. The night of the play, Julia and her seven friends gave a progressive dinner party of three courses. The first was at Julia's home. To this party the girls *as a group* invited eight boys. All eight of the girls signed each of the eight invitations. Julia and her friends could not have carried out this plan if they had not had the help of their mothers, but most mothers, once they understand that a problem exists, are only too glad to co-operate.

Modifications of these suggestions are used all the time by the most successful hostesses and gay young people. This plan of working as a group when it would be unwise to work as an individual is only one of the important rules to be learned from being alert to each social situation as it arises. This plan, however, has a wider application.

Georgia Loring and Janet Paine are members of one of the gayest groups in the school. Both Georgia and Janet have many dates, as do the girls with whom they associate. Georgia's mother and Janet's mother are perhaps more interested in what their daughters do and

exactly where they go than the mothers of some of the other girls in the group. Georgia and Janet have to be home Saturday nights by 12 o'clock, and there is one place in town to which Janet and Georgia are both forbidden to go. It is known as the Oriole. When, one Saturday night after the movies, some of the boys suggest going to the Oriole, what should Georgia and Janet do? If they say, "We can't go. Mother and Dad have forbidden it," they are likely to be greeted by at least one demand to be "good sports and go this once," or not to be "sissies or prudes," or to be assured that "nobody will ever see you just this once." Neither Janet nor Georgia enjoys being called "a prude," neither does either one of them enjoy the prospect of explaining to her mother why she happened to be at the Oriole. Janet and Georgia know, of course, that the mothers of some of the other girls disapprove of the place. The simplest course for Janet and Georgia is as quickly as possible to get Grace and Ida to agree with them that they had better skip the Oriole for tonight. Then no one girl will be called "prude" or "spoil-sport." For although one or two persons may be safely taunted for taking a difficult stand, boys and girls will hesitate to offend a sizable group.

In adult society, in business, and in politics, Janet and Georgia's procedure is known as "molding public opinion." Almost everybody wishes to help build enlightened, tolerant, and upright public opinion in his group, in his community, and in his city, state, and nation in order to live under conditions of integrity and uprightness. This constant influence on public opinion is an essential part of the individual's contribution to society; and in many ways you can be building toward a desirable public opinion in your school.

Your desire to be popular is shared by all boys and girls of your age and by all normal people throughout their lives. Your definition of what being popular means may change from time to time as you grow older, but you probably will never outgrow the desire to be genuinely liked by your contemporaries and to be respected and trusted both by those who are older than you and those who are much younger. This desire is a healthy one, and there are many ways in which books, teachers, parents, and friends can help you in becoming popular.

To show that you understand

- 1 What are some of the things that are often erroneously thought to make people popular?
- 2 Do you agree that these things in themselves do not insure popularity? Give a reason for your answer.
- 3 What is one of the surest ways of building self-confidence in social contacts?
- 4 What things should one take into consideration when choosing a chief interest?
- 5 How can a natural leader avoid being bossy?
- 6 Explain what is meant by social strategy.
- 7 What social strategy did Julia use to solve her social problem?
- 8 How might Louise, Georgia Loring, and Janet Paine have used social strategy to solve their problems?
- 9 What advantage is there in acting as a member of a group rather than as an individual?

To show that you can use what you have learned

Describe to the class a social situation taken either from your own experience or from that of an acquaintance in which social strategy might be used to solve a problem.

UNIT 2

KEEPING FRIENDS

The value of friendship. Every human being wants sympathetic understanding from others. Few other experiences bring as much happiness as close friends who enjoy the same things and who think and believe alike.

Ruth's family moved into a new community when she was in the eighth grade and she found it very difficult to adjust to her new life. The first group of girls with whom she came into contact seemed friendly enough, but their tastes and ideals were very different from

hers. She found that if she were to become friends with them, she would have to give up ideals that she had always respected. It was not until she was invited to join a young people's organization in her church that she found a group of girls in whose company she felt happy and was able to be her best self.

Whether or not you have friends depends upon your own qualities and your attitude toward other people. If you are a sincere, unselfish, dependable person who is interested in people and enjoys being with them, the chances are that you will have many friends. He who can be a friend will have friends. In friendship there is a give and take; each person must give of himself and be tolerant of the attitude of others. You cannot expect loyalty, sincerity, and all the other traits of comradeship unless you yourself possess those same traits.

A very young child is naturally selfish and self-centered, but he soon learns through the give and take of activity with others that his playmates will not play with him unless they too can have their way part of the time. Gradually, as he associates with others in play and work, he will cultivate qualities which bring him the greatest satisfactions. If he is fortunate enough to have wise guidance, he will learn that the greatest satisfaction comes through co-operation with others. In learning to co-operate he will find that sometimes he must follow and sometimes lead.

Through being a friend you gain in character-building. You learn among other things to be unselfish, loyal, reliable, and sincere. Not only does friendship develop your character, but it also offers many opportunities for the improvement of your personality. Through contact with congenial people, you develop new ideals or strengthen old ones, think new thoughts, and see new beauties. If you have a friend who thinks it is dishonest and dishonorable to take help from a seat-mate in an examination, it strengthens your own convictions about such conduct. Have you had your appreciation of a painting or a sunset increased through seeing it with someone else who has a greater appreciation than you?

A true friend will not flatter you by giving you more praise than he really feels is due. He will, however, be generous in his approval of your accomplishments. Honest approval creates a feeling of con-

fidence. The more friends you have, the broader your interests are likely to be, the more chance you have to find out about yourself. It is also true that the more interests you have, the more opportunities you have to make friends.

Perhaps you are thinking, "But I do not need so many friends. I like to have just one friend at a time." You will do yourself a great injustice if you confine yourself to one friend. Each person has many sides or phases to his personality that should be developed. It is most improbable that any one person can help you to develop all these different tastes and interests. It is therefore important in your effort to become a well-rounded person that you have a wide circle of friends, each of whom you may enjoy for a different reason.

How can you be a friend? Jane Allen has many friends. Whenever the girls in Jane's home-room have an opportunity to nominate someone for an office, Jane is invariably chosen as one of the candidates for the job. She is always included when groups are organized for skating, playing tennis, or going to the movies, because she enjoys all these activities and enters into them enthusiastically.

The Allens' backyard is equipped for such games as badminton and croquet, besides having a grill and picnic table. The lure of this equipment and Jane's friendly spirit have led the young people of the neighborhood to make the Allens' home their headquarters. No doubt Jane's ability to get along well with others is in part due to the constant association she has had with this large group of girls and boys of her own age.

Besides Jane's interest in people and in social activities, she has many other qualities of a friend. She is generous, loyal, sincere, trustworthy, and sympathetic. In fact, she is emotionally and socially mature for her years. Jane is the type of girl who will respond to criticism of another girl with, "Do you really know her very well? She seems very different to me." When she receives an invitation to a delightful party and has already made a less interesting engagement, she says, "I am sorry I cannot come to your party. I have a previous engagement."

Jane does not show envy and jealousy when her more talented friends make the honor roll. She is sincere in congratulating them,

and she is also sympathetic with those friends who have difficulty in passing a subject. This sympathetic understanding may result from the fact that Jane's B's are earned by diligent, honest work, so that she knows the price one pays for good scholastic standing. She also knows how to be satisfied with an honest effort even though the reward may be less than the highest. From this description of Jane, you can see that she has friends because she knows how to be a friend.

Why should a girl have boy friends? The girl who learns early in life to understand boys and to enjoy their friendship without romancing is said to have made a wholesome adjustment to boys. A girl who is able to do this is most likely to be happy in adult life.

Rita, who has brothers, learned at an early age that boys do not always think and feel just as she does. She has found that the boys welcome her to their play as long as she is able to keep up in their strenuous activities, but that they are not concerned about her personal feelings and her tears. Through her association with her brothers and their friends, she has learned either to control her feelings or

Why should every boy and girl occasionally enter into such group fun as this?



to seek out a girl friend or her mother when she wants to talk over personal problems concerning dress or some small hurts or fears. On the other hand, she likes the carefree way in which the boys forget a disagreeable incident, such as failing a test or being reprimanded by a teacher, and the ease with which they forgive and forget the mistakes made by others.

Another thing that Rita admires about boys is the way they go about getting a job done and, when they have done the best they can, then relaxing and forgetting about it. She has learned that they enjoy boasting a little about a job well done, that they are not usually as humble as girls.

Although Rita realizes that she has developed socially beyond the boys of her own age, she has found that they do not want to be treated as younger brothers, but prefer to take the initiative in their relationships with girls. Rita doesn't make any special effort to attract boys, but she not only is interested in doing the things that her friends, both boys and girls, suggest, but is enthusiastic about doing them. She enjoys every form of sport and is willing to consider other people's likes and dislikes. She allows her boy friends to feel important, just as she does anyone else with whom she associates, but she does not assume the attitude of extreme dependence which some girls seem to think makes them attractive. She treats boys as comrades rather than as sweethearts.

Why should you want to treat boys as comrades? Why shouldn't you think of them as sweethearts when your ultimate aim is to marry? You will have the greatest chance of happiness in your marriage if you enjoy the friendship of boys as comrades during your early teen years. The girl who makes romance the most important thing in her life during these years is likely to let this interest dominate her life. She runs the risk of marrying before she has made any preparation for marriage, and hence has little to bring to it. The married woman of today not only manages a house and rears children, but she is expected to take her place in her community as well and to participate as an intelligent citizen in national and world affairs. She may at times have to help earn the living. This is no small order for one person, and to be able to do all these things with some degree of satis-



If a group of this kind is to have fun, some members will, undoubtedly, have to appear more excited by the fun than they really are. What is the use of such pleasant deception?

faction means that your early teen years had better be spent in preparation rather than in romancing.

There is another reason why a girl during her early teens should have many different boy friends. As she associates in a friendly way with boys of her own age, she is learning to understand them intellectually and spiritually. Therefore, when she comes to the time of considering marriage, she will have built up some ideals and standards by which to judge men. The girl who has given herself an opportunity to know different boys will be able to recognize various types of personalities and know the kind of man which pleases her most and with whom she can blend her personality to produce the most satisfying life for both of them.

To show that you understand

- 1 What are some qualities you must have in order to make friends?
- 2 Show how being a friend schools us in character-building.
- 3 How can you develop your personality by having friends?
- 4 Why should you have more than one friend?
- 5 Why was Jane Allen able to make a number of friends?
- 6 In general, how did Rita find that the personality traits of boys are different from those of girls?
- 7 Why was it easy for Rita to make friends with boys as well as with girls?
- 8 Why should girls in their early teen years regard boys as comrades rather than sweethearts?
- 9 Why should a teen-age girl not center all of her interest on one boy?

UNIT 3

COURTESIES THAT HELP TO STRENGTHEN FRIENDSHIPS

Even in an age that is noted for its informality and for its lack of ceremony, good manners are still one of the marks of a well-liked person. The reason for this is obvious. Do you choose as friends girls who make you conspicuous in public places by their boisterous talk and rudeness to others? If your friends are generally well poised, courteous, and thoughtful in all situations, you feel proud to be associated with them and so tend to seek out such people for your friends.

Good manners today do not mean as formal and rigid an adherence to certain standards as they did in the early nineteenth century, but the principle is still the same. The basis of good manners in any day is the desire to make others feel at ease by showing a genuine interest in their comfort and by knowing the correct thing to say and do so that neither you nor anyone else will be embarrassed.



Safety and courtesy go hand in hand

Courtesies in the corridors. Through the years people have found, by experience the responses that make life together most comfortable. These customs have become established as rules of etiquette. As we mention some of these rules, you will see that all of them are based on thoughtfulness for others. For instance, it is discourteous as well as dangerous to run through the corridors of any school. It is also dangerous to carry pencils, rulers, and compasses protruding from between the covers of a mathematics text. It is also bad etiquette for a group of pupils to stand in the middle of the corridor or to congregate on stairways, thus blocking the way for others.

Courtesies in the school lunchroom. The school lunchroom is one of the places in which really thoughtful persons show consideration for others. They do not feel it necessary for them to be first in the lunch line; they do not jostle others out of place; they do not scream at the top of their lungs to be heard

How do you carry your weapons?





Do you block the way?

member of the class. A spirit of co-operation also prevents anyone from interrupting a speaker or from trying to carry on a private conversation during a talk. After all, the privileges of the classroom

Are you a hazard in the lunchroom?



above the noise. Most of them have learned that it is easier to talk below a din than above it, that a tone in a lower key will carry better, be more readily understood, than words uttered in a shrill scream.

Courtesies in the classroom. Other matters of etiquette involve the classroom. The activities of a class are among the important things done at school. In order that all members of a class may receive the fullest benefit from the work carried on, co-operation is needed. This attitude of co-operation is shown, for instance, by speaking clearly and vigorously enough to be heard by every

should be shared equally by all the pupils. Such sharing is impossible unless members of the class co-operate to give undivided attention to the work that is going on.

It is the mark of the well-bred person who understands social usage to be tolerant of the ideas of others. Just as a well-bred person does not interrupt another thoughtlessly, in the same way she does not contradict another in a rude or sarcastic manner. It is not necessary or even desirable that you should agree with all the opinions expressed by every member of your class. Discussions would be almost impossible and certainly very uninteresting if everyone brought precisely the same point of view to them. However, there are pleasant and courteous ways of expressing disagreement. One of the results of using a truly courteous approach in voicing a disagreement is that you are only then likely to learn exactly what the other person means. Additionally, you are more likely to remain unruffled and therefore able to think clearly, to evaluate another's opinion better, and to state your own position more convincingly if you yourself are exhibiting a courteous tone and manner.

One of the best rules to use in voicing a disagreement is to wait until the speaker has completed his entire speech. This is always the best etiquette in the classroom; however, in private discussions you may occasionally wish to have a point cleared up as the discussion moves along. In any case be sure that you use a pleasant tone and that you express your disagreement in courteous language. For instance, instead of saying, "I don't believe you know whether more girls in the United States play basketball than tennis," you might say, "I wonder where we could get reliable figures on the number of girls who take part in different sports."

Sometimes, without intending to sound prejudiced or intolerant, a person may in the excitement of discussion make a statement which is sure to lead either to quarreling or to offensive retorts. It is both dangerous and unfair for Sarah to say, "My mother thinks that all courses in science are a waste of time for girls, so I'm not going to pay any attention in class." Sarah's statement is unfair because she has deliberately brought personalities into the discussion. In her desire to find an unanswerable argument for behavior that is not ideal,



Do you like to be told rather than asked?

she has fallen back upon the protection of her mother. She knows that it would be very bad form indeed for any member of her group to criticize a statement that her mother is supposed to have made. But in her desire to make a statement that will be unchallenged, she takes an unfair advantage of the members of her group. Sarah's remarks are dangerous because in using this unfair argument, she has done something that she knows may easily lead to creating a harmful attitude in a classroom. Persons of all ages use this type of protection when logical arguments do not seem adequate.

In opposing such a statement as Sarah's, there are several points to keep in mind. In the first place, a girl who disagrees must be sure that she does not seem to be attacking the speaker's mother or the mother's point of view. Even though Sarah should not have brought her mother's opinion into the discussion unless she was willing to have that opinion attacked, yet it is usually true that the girl or boy who falls back on this kind of argument is almost always extremely sensitive to any criticism of it. Any disagreement, therefore, must be worded so that it touches only upon a discussion of whether the studying of science is useless for all girls all the time. In voicing the disagreement in this fashion, no friendship is broken up and the speaker, who has made an ill-advised statement, does not feel that she has lost face. In disagreeing with another person, always try to make some constructive use of his idea, even if you feel bound to oppose it.

The first law of the classroom, that of giving one's undivided at-

attention to the person who is talking, is certainly the first rule to be observed in an assembly. The assembly program is planned for the entire group and everyone should have an opportunity to hear the speaker. Every person in an audience should feel an obligation to the person or the group who is making an effort either to entertain or instruct him. You yourself will probably one day be up on the platform, and you should behave as you would want your audience to behave. The girl who uses the assembly time to prepare her next hour's assignment, to finish her make-up, or to visit with her neighbor not only is being rude, but is acting unintelligently.

Courtesies at school dances. In the discussion of popularity, you were advised to learn to do well those things which will give you contacts with others. One of the activities recommended for everyone was dancing. If you are going to have fun at dances, it will be necessary for you to dance well. Being a good dancer will help to give you poise and self-confidence, to say nothing of plenty of dancing partners. Probably at many of your school dances some girls come together, some boys come together, and some come in pairs, or as a couple. Partners may be chosen by some mixer method, or a boy may ask a particular girl to dance. A boy correctly asks you to dance by saying, "May I have this dance?" To which you may respond,

Should learning be an extra-curricular activity?





Dancing too requires good manners

“Yes,” or “You may,” or “I’m sorry; this one is taken.” You precede the boy to the dance floor. At the end of the dance, when the boy thanks you for the dance, you should express the fact that you have enjoyed the dance too.

If a boy invites you to a dance, he is obliged to see that you have a partner for each dance. In some localities this is done by boys’ trading dances with other boys. This may be arranged ahead of time. Your date should dance at least the first and the last dance with you, and a few in between. In some places it is the custom to dance all dances with the boy who invited you. This system works a hardship on the girls, because their chances of mak-

ing new contacts by meeting other boys are greatly lessened under this system. Therefore dancing with the same boy all evening defeats one of the primary reasons for going to the party, namely, to have fun with a group of people.

Girls should always be careful to take a graceful posture when dancing. They should not lock their arms around their partner’s neck and hold on with a deathlike grip. Neither is it good form for a girl to assume a romantic pose of floating along cheek to cheek with her eyes closed.

It is not necessary to dance every dance unless you really want to do so. You may excuse yourself and sit out a dance, talking to friends, or to the chaperons, who are always pleased to be shown a little attention. Each guest should make it a point to speak to the

chaperons sometime during the evening. It is considered good form to thank them for making the party possible. You couldn't give a party without them, you know.

Courtesies in public. Many of the rules of conduct for behavior at school apply also to conduct in public places. Polite people do not make themselves conspicuous by loud talk and laughter in public. When they stop on the street to talk a few minutes with a friend, they step aside and do not block the way for others.

The rules for conduct in public places are of course applicable to movies. In addition, conduct in the movies should be very much the same as that in the assembly. A polite person assumes that people who have come to a movie are interested in seeing and hearing the show; they cannot if their neighbors carry on a conversation. When it is necessary to pass in front of people, you should say, "Excuse me, please." If a boy and girl go to a movie together, the boy asks the girl her choice of seats, gives this information to the usher, and steps back so that the girl may precede him down the aisle.

When a boy and girl use busses or streetcars for transportation, it is correct for the girl to enter the conveyance first, so that he can help her up the steps, and for the boy to leave first, so that he can help her down. Perhaps the greatest omission of good manners occurs in streetcars and busses, but here again all the rules of basic courtesy

Bus manners sometimes make students unpopular



should operate. And the most surprising fact of all is that boys really don't like loud, boisterous behavior in public. If you have to be noisy, wait for the next tennis or ping-pong game.

To show that you understand

- 1 Generally speaking, our rules of etiquette have been made for what reason?
- 2 What are some courtesies that should be observed in school corridors?
- 3 How does a polite person act in the school lunchroom?
- 4 Show how the spirit of co-operation on the part of students in a classroom will produce a courteous classroom.
- 5 Explain what it means to be tolerant of the ideas of others.
- 6 Why should you voice a disagreement in a courteous manner?
- 7 Give an example of how you may voice a disagreement in a courteous manner.
- 8 Why was it dangerous and unfair for Sarah to quote her mother in the incident given in this unit?
- 9 Why is the method given for replying to Sarah's remark an advisable one to use under the circumstances?
- 10 What is the first law of the classroom and an assembly? Why do you think it is so named?
- 11 Name some other courtesies which you consider important to observe in a school assembly.
- 12 Tell how a boy may correctly ask you to dance, and how you may reply.
- 13 What obligations does a boy have to a girl whom he invites to a dance?
- 14 Why is it a hardship for the girl when a girl and boy who go as a couple to a dance dance all dances together?
- 15 Is the girl who sits out an occasional dance being rude to her escort? Why not?
- 16 What responsibility should you feel toward the chaperons for a dance?

- 17 How do the rules governing polite conduct in the corridors and assembly apply to polite conduct on the street and in the movies?
- 18 In what order do a girl and her date enter and leave streetcars and busses?

To show that you can use what you have learned

For the next few days observe your friends and fellow students to see if they observe the rules of etiquette which you have been studying. Keep a record of your observations and bring it to class for discussion.

UNIT 4

WHAT FORCES MAKE YOU WHAT YOU ARE?

Basic needs. The desire for the liking and respect of others is the attempt to fulfill a basic need. Every person has certain physical needs and certain social needs. Among the most important physical needs are adequate shelter, food, and clothing, and some form of relaxation. Among the social needs are the opportunity to work and play with other people, to enjoy their companionship, and to be appreciated and needed by them. Also, everyone wants to be enough like his friends and acquaintances not to be thought different and eccentric.

At the same time, although people need to be a part of a group, they also need to be themselves. This need to be yourself is called the egoistic need. The word *egoistic* comes from the Latin word *ego* which means *I*. Each person is a special *I*; that is, an individual, a being entirely different in his thoughts, words, and actions from any other person. In order to be himself, he needs to think for himself and not to let others determine his opinions and tastes too often. In other words, if a boy or girl decides every issue that arises on the basis of what his group thinks and does, without regard to his own

opinions or desires, he is likely to become a mere rubber stamp and to lack what is called individuality.

Security. When we were describing basic needs, we mentioned the social need to be able to work and play with other people. Satisfying these desires gives a sense of security or safety.

The very young child gets his security and sense of safety from being held in his father's or mother's arms, from having them see to his physical well-being. In order to feel comfortable and safe, the older child needs to be assured that he is wanted, that his parents love, trust, and enjoy him. Just as everyone needs to feel secure about such material needs as food and shelter, so does everyone need to feel secure about emotional needs.

A lack of emotional security is a difficult experience for one of any age, but the child or young person who does not feel that he can count on the loyalty, justice, and love of both his parents is not only unhappy but through this unhappiness is often unable to build other satisfactory relationships. For instance, if he feels a lack of security in the affection of his parents for him, he may find it difficult to accept well-meant guidance from teachers, relatives, or friends. The shock suffered from lack of parental affection may destroy his trust

Building emotional security can be fun for the whole family



in other kinds of affectionate interest. Of course, a sense of security in affection cannot be built by the parents alone. The child or young person who feels secure in the love that pervades his home life must himself have contributed loyalty, trust, and deep affection to the members of his family. Strangely enough, many boys and girls begin to question the affection of their parents only when they themselves know, though they may not admit it, that they are failing in their own contribution to family affection.

The sense of emotional security is derived, of course, from a number of different relationships, with that within the family being the most important; but successful relationships with friends, acquaintances, teachers, coaches, members of teams, all contribute to this sense.

In the beginning, children look to others, first of all to their parents, to supply emotional security. To some extent, as long as the child-parent relationship continues, this need of the assurance of affection continues; but just as the child must make his own contribution to his sense of security by returning the love and trust of his parents, so, as he grows older, he must express affection and must help to build security for others who are dependent upon him. He may take part in building a sense of emotional security for a younger brother or sister, or perhaps for a younger child in a neighboring family. In any case, there is just as great a need in the normal person to take part in building emotional security for those dependent upon him as there is a need to have his own security strengthened. It is for this reason that parents and teachers, as well as psychologists, believe that it is important for the older children in a family to have some responsibility for the care and development of the younger members. We shall study this problem more when we come to the work concerning the family itself.

Bossiness is sometimes bullying

Balance in basic needs.

The fact that everyone is born with basic needs does not mean that everyone will be alike. In some the egoistic need may be so strong that we become very domineering unless we control it. Have you ever known a person who sacrificed everything and everybody to gain power and authority over his fellow men?



Such a person dominates everyone and makes decisions without consulting others. If you recognize that this tendency to dominate others is very strong in you, you should try to direct and control it so that you will develop the qualities of a good leader rather than those of a tyrant.

If our physical needs are not satisfied adequately, it is obvious that we shall not develop strong, healthy bodies and minds. The need for food might drive us to steal if we were hungry enough. On the other hand, if this need for food is over-developed, we might spend all our allowance for cokes, sundaes and candy, and not have money for school supplies and recreational purposes.

Our social needs are more likely to be satisfied if we grow up in a home where parents love each other and love their children. A sense of security in the affection of our family gives us self-confidence and a feeling of worth. Out of our social needs gradually grows our desire to help others. However, we need to remember that in gratifying our need to help others, it is possible to make weaklings of those we help.

Nancy did not do her homework in math because she went to the movies. But she did not worry because she knew her friend Alice would have the work done correctly and would let her copy the problems the next morning. Is Alice a real friend? Is she helping Nancy to be self-reliant and dependable? In her mistaken idea of being good to Nancy, she is making it possible for Nancy to turn in work that is not her own, and is allowing Nancy to depend on her friend rather than to assume the responsibility for her own work. If Nancy continues in this fashion, she will probably not only fail in math but fail to develop such desirable personality traits as self-confidence and a sense of responsibility.

If we understand the forces that make up our personalities and learn to control and direct them, we shall be more likely to develop a pleasing, well-rounded personality and to lead a happy, satisfying life.

At first, when we understand what our basic needs are, it seems simple to satisfy them, whether they are physical, social, or egoistic. Taken individually, the needs may seem to be simple, but often we

seem to have to suppress one need in order to satisfy another need. Thus, it might be easy to satisfy the basic need for food by stealing it; but by satisfying the need for food in this way, we should have been working directly against our need for self-respect and our need of the good opinion of others. When we satisfy one need at the expense of another one, we set up a situation known as a *conflict*.

Conflicts. Endless conflicts arise throughout life as we attempt to satisfy our needs. These conflicts are natural; they become dangerous, however, when we do not recognize them, face them, and work sensibly to solve them. Unless they are faced and to some extent solved, they produce unhappiness and even mental illness. In the case of a person who steals to satisfy a need, the conflict appears simple to an outsider. If the thief is sincerely troubled by the conflict between the need for food and the need for self-respect, he can try to resolve his conflict by getting some kind of work that will pay for his food in money or in provisions. Because this illustration is so simple, you may overlook the fact that he must first acknowledge that there is a conflict to be resolved. Facing the facts is the first step. Then he can set about finding a solution, which would in this case be a job.

Most conflicts are not so simple. For instance, every teen-age boy or girl knows that the desire to be popular and the desire to be approved of by parents and teachers frequently conflict. This conflict is one of the most difficult problems of your particular age. Too many boys and girls never really face the facts and admit that there is a conflict. They are content either to rebel periodically or to feel abused and unhappy without analyzing the causes of their unhappiness.

To understand a conflict and to make any progress in solving it, it is necessary to remember that mature persons tend to be less flexible than young persons. They are more likely to believe in customs, standards, and usages that were common in their youth. Often, however, these customs and standards seem hopelessly out of date to younger people. The inability to change easily is often a desirable quality, even though it is one that is not greatly appreciated by boys and girls. Experience has taught many older people that a certain type of behavior under certain circumstances is generally desirable. Often these lessons have been learned at the cost of considerable

embarrassment, unhappiness, and even shame. Every parent who has learned desirable standards of behavior at such a cost would like to prevent his children from having to learn the same lessons in the same unfortunate way. It is from such motives that the wisest of parents seems often in the eyes of his children to be hopelessly old-fashioned and conventional.

Young people, because of their greater energy and enthusiasm, and also because of their lack of experience, are more likely to be attracted to the new, the unusual, and the exciting. Young people are more flexible, they can change their habits more readily than older persons can. Partly for this reason, and partly because in the last analysis the older persons have the authority, younger people are expected to make more concessions to the judgment of their elders than the elders are expected to make to them. Between any two generations there is always a gap involving social usage. If the ideas of the two generations are to be brought into harmony, it is necessary for both to use imagination, forbearance, and affection in considering the point of view of the other.

In a happy family where the members of both generations have learned to respect each other's opinions and wishes, the older persons do not use their authority to forbid, without explanation, something on which the younger person's heart is set; and the young members of the family do not announce that, come what may, they are going to do thus and so.

Learning to deal with your conflict. The first step for you to take in solving any possible conflict of this sort is to talk over with one of your parents or with both of them the points on which you differ. Also, the time to do this is not when either you or your parents are emotionally upset about this conflict. In addition, it is much better for you to bring the subject up than to wait for your parents to bring it up. If you are the one who starts the discussion, you have the advantage of asking for information, asking for help, asking for approval. If you wait for your parents to discuss it with you, you are likely to feel, even though you should not, that you are in the position of being lectured or scolded. If you yourself broach the subject, you will be surprised at the feeling of poise and self-respect that you gain,

and moreover, your point of view is more likely to receive genuine consideration under these circumstances.

This does not mean that your parents are going to agree with you every time you bring up a point for consideration. It does mean that they are less likely to give a thoughtless denial to your request. Remember, however, that all the poise gained through bringing up a matter for calm discussion will be lost if, at the first hint of an unfavorable decision, you lose your temper or begin to sulk. It may take a number of attempts on your part before you can carry out your part of the discussion in the adult, unhurried and unoffended manner that should be your ideal. Even though you cannot at first give yourself a perfect score for the manner in which you carry on such talks, you will find that your parents begin to look upon you as a much more grown-up person, and that knowledge will add to the poise that you are trying to gain.

There are, of course, many other conflicts with which you will have to deal from time to time; but the encouraging thing to remember is that if you resolve one conflict successfully, you will be far more likely to deal successfully with others.

Heredity and environment. Heredity and environment make us what we are. As we look around our classroom, it is evident that we all are physical beings with eyes, noses, hands, arms, and feet. However, that is where likeness begins and ends, for some of us have blue, some brown, and some gray eyes. Some have blonde hair, some black, and some red hair. Noses vary in shape and size. Physical characteristics vary with each individual, and we have no control over these characteristics, for they are inherited.

Not only our inheritance but also our surroundings determine what we are like. The kind of home we have as well as the kind of people with whom we have close contacts help to mold our personalities. In the early years of our life our environment is thrust upon us. We do not choose it. However, as we grow up, we make a choice of environment when we choose our friends and associates and the places where we spend our time. Because these associations affect personality, it is important that we make wise choices. We all tend to take on not only the manners and expressions of our friends, but



Taking care of a younger brother or sister is one way to learn to understand others

also their standards and ideals. Most of us find ourselves using the slang expressions or mannerisms of a friend with whom we spend much of our time. In the following example we can see how difference in environment between that of Grace Ware and Matilda Roberts has strongly influenced their personalities.

Grace is a happy person who gets along well with people, is popular with boys and girls her own age, does well in her school work, and takes an active part in school clubs, the work of the student council and that of the school newspaper, as well as in the young people's group of her church.

Grace comes from a happy family. Her parents love each other and their children. Each child in the family feels that he or she is important to the well-being of the family. Mr. and Mrs. Ware have been able to transmit to their children some of their own feelings of

peace and security derived from faith in themselves, in people, and in a Divine Power. Since Grace is the oldest of four children, she has naturally been expected to take some responsibility for her younger brothers and sisters. This has given her a feeling of worth and an understanding of other people.

Matilda is less fortunate than Grace. Mr. and Mrs. Roberts were unstable people who were ill-suited to one another. When Matilda was seven years old, her father deserted his wife and four daughters. It was necessary for Mrs. Roberts to work outside her home, and the four girls grew up with little supervision from their mother. Since Matilda was the youngest, she had so many bosses in her three older sisters that she never knew whom to mind and consequently did as she pleased. She never felt secure or particularly happy. In school she felt inferior to her classmates. Because her home lacked order and a regular routine of living, she was unable to settle down in the evening to do her homework. No one seemed to have time to show Matilda how to take care of herself and her clothes so that she could make a respectable appearance.

Early in life she grew to feel that she wasn't liked by her companions. She was never able to forget herself in doing for others. Everyone else seemed better off than she.

Do you see that the environment of the two girls described above is quite different? Grace was surrounded by love and high ideals, and guided by wise parents, while Matilda's surroundings lacked all the elements of security. Her parents were unable to find peace and happiness for themselves, and even less able to teach their children how to acquire such qualities.

We must not lose sight of the fact that in addition to choosing our environment, we also help to make the environment. If your conversation at the family dinner table always consists of complaints, criticisms, and arguments with your brothers and sisters, you are helping to create an environment of discord and unhappiness. But if you can bring to the dinner table some interesting or amusing incident that you have experienced, read, or heard during the day, then you will be helping to create an interesting, happy environment. The family helps make us, but we also help make the family.

To show that you understand

- 1 Name the basic needs common to everyone. What is meant by each?
- 2 Show how you can help to establish emotional security for yourself and for the other members of your family.
- 3 What is likely to happen to you if you cannot satisfy your physical needs? What will happen if you over-cultivate these needs?
- 4 Why should Alice not allow Nancy to copy her problems?
- 5 What is meant by a conflict? When is it dangerous?
- 6 Explain the meaning of "resolving a conflict."
- 7 Why do young people often develop a conflict between their desire to be popular and their desire to please their parents?
- 8 Why should older people have authority in the home? How should this authority be used to insure harmony in a family?
- 9 What is the first step to take in solving a conflict involving your parents?
- 10 When your wishes conflict with those of your parents why would it be to your advantage for you to bring up the subject?
- 11 What other factors besides basic needs play a part in making us what we are?
- 12 Show how Grace's environment influenced her personality.
- 13 How did Matilda's environment influence her personality?
- 14 How do the young people in a family help make the environment of the whole family?

To show that you can use what you have learned

Cite from your own experience or from your observation of others a case of conflict caused by the satisfying of one basic need while neglecting another basic need.

HOW DO HABITS HELP YOU IN YOUR DAILY LIVING?

In learning about yourself and how your mind and personality develop, you need to understand habits, how they are formed, and what they can do for you. Unfortunately, many people when they hear the word, *habits*, immediately think of bad habits or of some habit that they wish to break. Actually, desirable habits are the ones on which to concentrate. A desirable habit is a great convenience. A person who has made a fixed habit of being on time, for instance, has to give much less thought to the matter than one who has never acquired this habit. In sports, when an acquired skill becomes a habit, a player can devote his attention to the major techniques of the game instead of to the elementary details. A good tennis player, for example, can concentrate on placing the ball in a difficult spot for his opponent instead of trying only to return the ball. In any situation the most efficient and well-poised persons are usually those who have acquired a set of habits that enable them to carry on their work and their play without unnecessary attention to matters which should be routine.

Forming a new habit. No one possesses only desirable habits, everyone has some habits that he would like, as the saying goes, "to break." It is always better to concentrate attention on building a new habit rather than on breaking an old one; in other words, it is better to substitute a desirable habit for one that is undesirable. The mind is so constituted that concentration to a habit that is being discarded is not likely to rid us of that habit, unless a different habit is being substituted and the attention is concentrated on this new pattern of behavior. Then all the mental effort is directed in a constructive fashion to acquiring the desirable habit.

In trying to form a new habit, the first and most important step is to be sure that you really wish to acquire it. This means that your attitude toward yourself will have to be an unusually honest one. For unless you enter whole-heartedly into the problem of building the new



habit, you will find it exceedingly difficult and perhaps impossible to form it.

Once you are sure that you are going to undertake the building of a new habit, the next step is to put it into action at the earliest possible moment. The sooner you have an opportunity to use any manifestation of the habit, the stronger your resolution will become to keep on practicing it. For instance, if Ellen, a very shy girl, decides that she wants to build the habit of exchanging friendly greetings, she will find her determination strengthened if, as soon as she makes the decision, she seeks out some girl, perhaps an upper classman of whom she stands in some awe. All she need do is to make a point of seeing this girl as she comes from one class or enters another and say, "Good morning, Jane." The first time that Ellen actually makes this effort and finds that Jane responds pleasantly and casually, Ellen will find her courage strengthened and her resolution firmer.



In building a habit, it is desirable to have a specific time at which to practice it; for instance, if every day at the interval between the second and third class Ellen makes it a point to speak in a friendly, open fashion to at least one person, she will find the new habit developing more readily than would be the case if she had not set a specific time to practice it.



Are the results of taking pains worth the effort?

How to succeed in forming new habits. In forming any habit, no matter how determined a person is to be successful, he is likely to find that some lapses occur. Everyone who has studied the problem of building habits lays great stress upon the danger of these lapses. There are two factors that seem to operate in these failures. Perhaps the first is the discouragement that overtakes one who has made a genuine effort to acquire a new habit and has been succeeding to some extent. The first set-back is likely to cool enthusiasm. But worse than this is the fact that the mind and the will power have to be constantly encouraged to keep up to any standard, and when a failure occurs a whole set of reactions comes into play that has to be deliberately overcome. You are familiar, for instance, with the effort that it takes to start a heavy stone rolling down a hill. Once it is started, momentum carries it along. If, however, the stone meets an obstacle and stops, all the initial effort of starting the stone going has to be repeated. The situation is much the same in forming a habit. When a failure occurs, some of the momentum achieved through successful practice is lost, and you have to convince yourself all over again that the habit is worth acquiring, that the practicing of it must be kept up. When a failure does occur, the best procedure, as in the case of the stone, is to start at the beginning; then, as soon as you have an opportunity, practice some manifestation of the habit.

Young people in their efforts to improve themselves often undertake too much in the way of habit-building. For instance, a girl who realizes that she wants to build the habit of taking good care of her clothes makes that general resolution. She may start immediately to practice the habit by getting out all her clothes, taking spots off dresses, and sewing on all loose snaps and buttons. But, because she has defined her new habit in terms that are too general and because she tends to cover far too much ground, she is certain to become discouraged. A better plan would be to decide originally on only one special type of care that she will give her clothes. She might resolve that she will never hang away a dress that is spotted, but will remove the spot or stain, or perhaps she may decide that she will never put away a dress until she is certain that there are no loose snaps, or no rips in the hem or seams. It is always better to do a small part of a



large and general habit than to try to cover in one resolution matters that are so complicated that they involve many types of situations.

When Ellen started her effort to acquire poise, she was wise to choose so simple a habit as that of giving friendly greetings. Later, after friendly greetings no longer present any problem to her, she might concentrate on introducing into conversations a topic of interest to herself and to others. Gradually, as one by one she acquires new habits that make for social success, she will develop a whole pleasant and successful pattern of social behavior.

Habits that will help you to be better liked. You have probably been told many times that the surest way to become better liked is to cease thinking of yourself and think of others. This statement is true, but it does sound vague, and you may wonder just how to apply it.

First of all, you must re-

True courtesy takes many forms. It even includes listening with interest to somebody else's hobby

alize that no one is ever as completely well liked as he wishes to be. Everyone who wants to be well liked and to get along happily with other persons must make a definite effort to understand others, to bring out their best traits, and to avoid subjects that are unpleasant and embarrassing.

To start developing this habit of considering others, the first step is to shift your attention from yourself to them. Try thinking about the different members of a group with whom you work and play. First, what are their hobbies? Does Jane collect elephants of all sorts and in all kinds of materials? If so, the next time you see a design in which elephants appear, remember to tell Jane about it or show it to her. Is Alice saving money for a new bracelet? Talk about bracelets to Alice. Is Frank's camera his hobby? Discuss pictures and subjects for pictures with him. At the beginning you may think nothing is more boring than elephants, bracelets, and cameras, but if you focus your attention on them, you will begin to share the pleasure that your friends find in these interests.

As a second step, for the next two or three weeks make yourself once a day seek out an acquaintance and learn what his or her chief interest is. Write that interest or hobby in one of your notebooks. Every day look for items about that hobby. When you find something that relates to this interest, write a line about it in your notebook. Then the next time you see the friend who enjoys that hobby, mention what you have found out. After two weeks of this practice, you will find that you have made several starts toward interesting yourself in several different people. The third week you can devote to the interests of these same persons, but from that point on you should continue to add at least one new idea a week to your list of acquaintances and their hobbies. In a very few weeks you will no longer have to keep records in a notebook. You will have formed the habit of learning the hobbies of other people and you will have learned to talk about them without effort. Finally, and this is when you will know that you have succeeded, there will probably come a time in a committee meeting or in a discussion of plans for the school play or a class dance when someone will say, "Oh, let's ask her what Jack likes to do. She knows what everybody in school does."

To show that you understand

- 1 Of what value is a desirable habit? Give an example.
- 2 Tell how Ellen, a very shy girl, might build the habit of exchanging friendly greetings.
- 3 Name the steps necessary for building a new habit.
- 4 Why is it desirable to prevent lapses from occurring when you are building a new habit?
- 5 Explain the method given in your text for preventing lapses on the part of the girl who is trying to build the habit of taking good care of her clothes.
- 6 What things can a person do to be well liked by others?
- 7 Outline the procedure given in your text for becoming interested in hobbies of your friends.

To show that you can use what you have learned

Grace has been doing very poor work in English. She finds history and science more interesting, so she puts all of her time for study on these subjects. Outline a procedure that Grace may follow to establish the habit of studying her English at a regular time each school day.

UNIT 6

HOW GROWN-UP ARE YOU?

Marks of maturity. Do you feel that you live in a world dominated by adults who have little confidence in you, and who treat you as if you were a little child? Many young people feel that they are not given enough freedom, and that their parents do not trust them. In all fairness to your parents, you should ask yourself what evidence you have given them that your judgment is good? When a decision is left to you, do you always make a wise one? Are you willing to accept the consequences of your actions or do you expect one of your parents to help you out of difficulties resulting from poor judg-



An over-solicitous family may make a baby out of a grown girl

ment on your part? When you are given responsibility, do you always carry the job through to the end, doing even the unpleasant and disagreeable duties without getting upset or losing your temper? These are some of the problems which adults must face. As soon as you show the ability to assume responsibility well and to make wise decisions, you will undoubtedly be given more freedom, and your parents will have more confidence in your ability to manage your own affairs.

Carol's mother died when she was about twelve years old. Her father apparently felt no responsibility toward her and made life so unpleasant that she and her older sister Joan could not live with him. Fortunately for Carol, her sister had a well-paid position and a strong sense of responsibility for Carol. Together they created a home in a small apartment. Carol helped with the expenses as much as she could with money she earned baby-sitting. To show her appreciation to her sister, she assumed such household tasks as going to the market, doing the dishes, making beds, ironing simple pieces, setting the table, and preparing the vegetables for meals. In planning for Carol's future, Joan wanted Carol to go to college. By budgeting her income, Joan felt that she would be able to save enough by the time her younger sister was through high school to finance two years of college. But Carol felt that such a plan would not be fair. She said that Joan would be giving up many things that she should and could have for herself, and that it was mortgaging ten years of her sister's life.

Perhaps in that time Joan would want to marry and Carol felt that Joan should not be hampered by paying for a younger sister's education. So Carol planned to take a business course in high school so as to be able to support herself fully upon graduation.

Through her experience with her father and the loss of her mother, Carol might easily have become a bitter, dissatisfied, unhappy young girl who would willingly take advantage of her sister's affection and generosity. Because Carol was truly growing up, she was able to be as unselfish with Joan as Joan had been with her. Her experiences, instead of embittering her, had helped to make her a more understanding and sympathetic person. They had given her an appreciation of the pleasure that can be derived from doing for others; they had also schooled her to do the unpleasant tasks as well as the pleasant because the goal to be achieved was worth while. These qualities are some of the marks of a person who is really grown-up.

Indications of a mature person include a sense of responsibility, the ability to face facts, to recognize unreasonable fears and overcome them, and the willingness to acknowledge mistakes rather than blame someone else for them.

How can you prove that you are a responsible person? Unless you are an unusual young person, you have probably received from one or from both of your parents the suggestion that some privilege that you desire might be granted if you were more responsible. The habits that combine to make a person responsible or reliable have to be learned. For most people this is a process that continues throughout life, but even small children can begin to learn how to be responsible. If you have brothers or sisters who are only three or four years old, perhaps

Tardiness is one form of irresponsibility



they are being taught to be responsible for putting away their own toys. Perhaps they have hooks in closets at a height they can reach easily and are being trained to hang up their coats, hats, or caps. These simple steps toward becoming responsible you have probably already learned, and the sense of responsibility that your parents would like to see develop in you undoubtedly concerns quite different matters.

Perhaps you need to show a sense of responsibility in being on time for appointments, for meals, or for undertaking some household chore. People vary greatly in their ability to estimate the time it will take to perform a simple task. They vary also in their consciousness of the passing of time. You may become so interested in a game, a committee meeting, or preparations for a school party, that you completely forget the passage of time. You are suddenly astonished to find that it is five o'clock and you had agreed to be at home at four-thirty. If the agreement to be at home at four-thirty involves someone else's convenience or someone else's work, your forgetting the passage of time will seem like the mark of an irresponsible person. If you want your parents to allow you to stay out some night an hour beyond your customary time for returning, your chances of being given the permission are very much better if you are usually and consistently on time for your appointments.

To many young people it seems strange that older persons attach so much importance to the matter of punctuality. It may appear unfair to a boy or girl to be thought irresponsible simply because he fails to meet someone at an appointed time and place, or because he stays a half hour or an hour beyond an agreed time to enjoy to the full a

Punctuality helps you to create serenity





Even an anxious parent will accept a reasonable excuse

party or a ball game. Perhaps there is some justice in this feeling that too much importance is attached to on-the-dot punctuality. Older persons know as well as young people that a bus may be late, that a game of tennis may take longer than planned. There ought to be room for some flexibility in matters of punctuality when no one else's convenience or well-being is involved.

On the other hand, if the life of the family is so planned that the evening meal must be at six o'clock and the mother of the family needs help in preparing it and the high-school daughter is the member of the family who must give that help, then it is more than a matter of mere punct-

tuality for the daughter to be on time. The whole family counts on her to give the needed help at the specified time. Consequently, her failure to appear punctually and to do her share cheerfully does indicate some lack of responsibility for her contribution to the family life.

If you have not already noticed that it is the same persons who are always late to appointments, you will soon discover it. If you belong to this group, then you should begin at once to learn how to become punctual. It is only when you are nearly always punctual that people will forgive you for occasionally being late.

The people who arrange to be on time have to plan ahead. They do not develop the habit of punctuality without trying. They make a point of completing one task or one pleasure in time to enable them to meet the next appointment punctually. Sometimes that means making sure the night before that a shoelace isn't likely to break, that there is a freshly ironed blouse ready for the morning, that there are no runs in stockings, and that books, papers, pencils, and any other equipment needed the following day are at hand ready to be picked

up the first thing in the morning. You may have noticed that as a general thing the people who are by nature or training orderly are the ones who are the most likely to be on time.

Whether you live in a city, in a village, or on a somewhat isolated farm, the chances are that some of your week-end activities take place so far from home that you have to depend on busses, streetcars, or automobiles. If you read the daily papers, you cannot fail to know that travel on the highway may be a very dangerous matter. Consequently, a father or mother almost inevitably begins to picture tragic accidents when young people are delayed in returning from parties or school gatherings late at night. Young people who wish to prove their growing sense of responsibility and who wish to impress evidence of that sense upon their parents can do one of two things. In the first place, they can definitely influence their group in starting toward home at an hour that will enable them to live up to the agreement made with their parents. Secondly, when unforeseen delays occur, they can telephone and explain the delay. There are very few parents so unreasonable that they will not accept an explanation made in good faith about a genuinely unavoidable delay. Of course, the most understanding of parents will not accept such excuses if they occur constantly.

You can prove that you are a responsible person in other ways than by being on time. Living up to your promises is one way. Not slacking on a job that has lost interest is another. By doing more than you are asked to do, and by seeing that something needs to be done and doing it without outside suggestion, you can give further evidence of being a responsible, mature person. Being brave enough to tell the truth, even when it puts

A simple telephone call will often allay anxiety



you in a bad light, is always the mark of a well-poised, responsible person.

Facing the facts. Great unhappiness may be avoided in many situations by facing the facts. This is really a matter of telling yourself the exact truth about yourself, the situations you meet, your successes, and your failures. When you have actually put the truth, no matter how unpleasant, into words, you have taken the first step in discovering whether what you want to do is possible.

James Lawton, who was acknowledged to be the class bore and a show-off, had wanted originally to be a star athlete. Repeated efforts to make any athletic team resulted in failure; basically, this was true because his eyesight was poor, his timing bad, and he would have needed constant practice to build up his muscles. Instead of facing these facts, he decided he was not really interested in athletics after all. He wanted to attract attention, however, and he devoted himself to childish pranks—throwing pennies about in study hall, tripping friends in the aisles, telling pointless stories in a series of shouts at lunch time.

Bill Adams, on the other hand, was an undersized boy who looked two or three years younger than his age. He was ambitious to play football, but he failed to make the team because of his size. Because Bill had a great interest in athletics, he was not easily discouraged. He next centered his efforts on basketball. During the summer he organized the neighborhood boys into teams and spent many hours playing. In September he went to the coach, Mr. Crafts, to see about getting on the team at school.

Mr. Crafts thought it best to talk frankly with Bill. He explained that all of us cannot do what we think we want to do, but that there are other opportunities for service and other means of developing personality traits in the athletic field other than by playing on the teams. He explained that there would be a need for an assistant manager for the team and suggested that Bill consider that job. At first Bill was disappointed at Mr. Crafts' suggestions, but he decided to accept the proposition after thinking the matter over. At the end of the first season, Bill had done such a good job that he was promoted to the position of manager of the team.

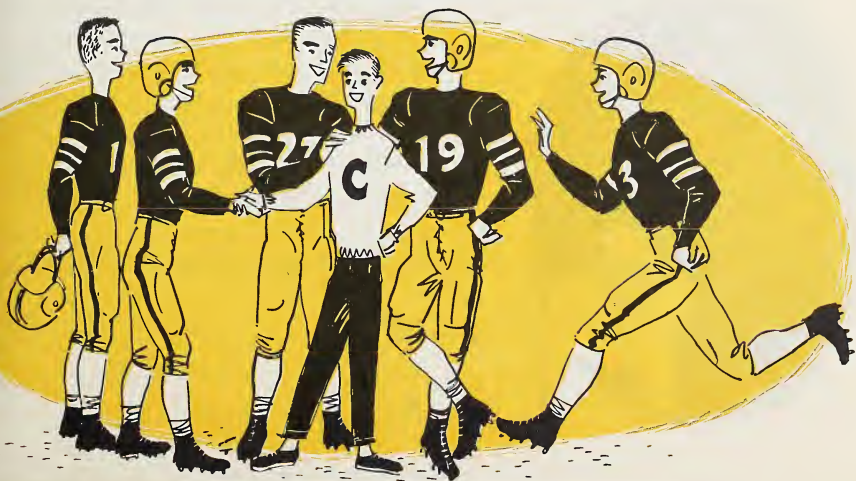
In his work as manager of the basketball team, Bill found plenty of opportunity to feel that he was making a valuable contribution to the school. He also had the feeling of being a part of an important organization. This in itself was a desirable way for Bill to satisfy his need to be recognized as a person of worth and his need to be affiliated with others in a worth-while undertaking. Probably the most important part of Bill's experience as manager of the basketball team came from his having to recognize his physical handicap and from making an intelligent, satisfactory adjustment to it.

Fears and how to deal with them. When Franklin D. Roosevelt told the United States in the midst of a great depression that the only thing to fear was fear itself, he was offering a line of reasoning that applies to many kinds of fear. For fear wears many disguises. There are reasonable fears that everyone recognizes; fears that prevent reckless or dangerous things happening. It is well to be afraid to drive a car at breakneck speed over icy roads. It is sensible to fear to swim where a treacherous undertow exists. The fears that should be overcome are those that are unreasonable, such as fear of the dark, fear of dogs, fear of thunder, fear of seeming at a disadvantage, fear of failure, fear of being alone, plus any number of others.

Some of these fears you may have felt as a child and have overcome. But you may wonder, "Why shouldn't I be permitted to be afraid of anything I want to? What harm is there in it?"

At first probably only those very close to a fearful person pay any

The non-athlete can often make an important contribution to the team





attention to his fears. His family may pity him and wish to spare him unhappiness, or they may wish to open up new ways of pleasure by helping him to overcome his timidity. A boy or girl who is afraid of putting his face under water is going to miss all the pleasure of swimming and diving until he masters his fear. A boy who is afraid of thunderstorms will suffer not only the torture of fearing the storm but of being thought a coward by his fellows. A person who has an overpowering fear of snakes may let his fear keep him from camping trips. Fears, if uncontrolled, tend to increase until the person who harbors the fear becomes unable to think of anything else.



The simplest way, of course, is to attack a fear as soon as it appears. Sometimes learning more about the thing that is feared helps to overcome the dread. A person who was as a child bitten by a dog and has come to fear all dogs can sometimes get rid of the fear by making the acquaintance at first of a very gentle dog and later, by degrees, of all kinds of dogs. A person who fears thunderstorms may overcome his fear by learning about electricity, about lightning, how it is controlled, and how rarely it does serious damage. Perhaps it may help to just tell such a person that if he has heard the thunder, the danger is past because the electricity is already spent. Of course, the



Have you any unreasonable fears?

sooner a fear is faced and an attempt made to overcome it, the easier it is to conquer. It is for this reason that pilots who crash are sent into the air again at the first possible opportunity. Carrying out a safe, successful flight tends to wipe out the fear roused by the accident.

Rationalizing. When a boy or girl fails in some undertaking and tries to show that the failure was not his fault but that of someone else or of life in general, you probably say that he is giving an alibi. Psychologists say that he is rationalizing, that he is giving an explanation that sounds plausible because he does not want to admit the real reason. Rationalizing is a child-

ish way of trying to appear better, wiser, kinder, or more important than the person actually is. Everyone rationalizes to some extent, but the well-rounded, mature person tries to cure himself of the habit. A constant rationalizer never admits that he is wrong or has made a mistake, and always finds that others have prevented him from reaching his goal. Because it is natural to try to protect yourself from criticism, rationalizing is an easy habit to acquire and a difficult one to break. Try, the next time you are tempted to explain an error of yours in a good light, to tell (yourself at least) exactly what happened and why you failed. The more you practice with yourself in this way, the more far fetched your rationalizations will begin to sound to you.

When Louise Allison says she had too bad a headache to do well on a test, it may well be true; but if she often has a headache to excuse a failure, you could probably correctly suspect her of rationalizing.



What do you think is the real reason for this headache?

Other types of immature thinking. There are other ways in which people sometimes protect themselves from criticism or from the consequences of their own behavior. Thus, a boy who does not dare compete with his equals (who might beat him), chooses always to play with those younger or weaker than he. A person who dreads criticism may refuse to undertake something at which he might fail. A player who sees that he is sure to lose may stop trying, indicating by his attitude that if he had cared to compete he could have won. A girl who wants a wrist watch and who cannot have one may belittle all wrist watches and declare it the last thing she would ever want.

One other habit of thinking, called daydreaming, you should understand. Daydreaming, if properly controlled, is the mental process from which come poems, stories, and most of the creative work done by artists. When employed to a specific end and worked out in actual labor, it is one of the most valuable and entertaining of the mental processes. Used in that fashion it is called imagination.

What is the danger of daydreaming?

It can, however, be dangerous. The boy who has failed a course in French may comfort himself by a daydream in which he sees himself going to Paris, learning to speak the language like a native, and returning to call upon his old teacher. He may dream that he greets his teacher fluently and condescendingly and that when his teacher, amazed at his beautiful diction, inquires about his experiences in France, the boy may pretend in his dream that he cannot understand his teacher's French because he is used only to the purest Parisian diction. This type of daydream is bad because it satisfies the



dreamer without helping him to meet his real problem. It does not spur him to action that would prevent future failures. Because the pleasure of the dream heals the smart of the failure, he is likely to be satisfied in enjoyment of the dream, and he will probably have glossed over the failure. Thus, he may continue to act in such a way that he will fail again, knowing that he can cure the hurt of this new failure by another satisfying dream.

To show that you understand

- 1 If Carol had been interested in going to college, how might she have gone and still not had her sister finance her education?
- 2 What are the indications of a mature person as given in your text?
- 3 How can young children be taught to have some sense of responsibility?
- 4 Why should the habit of being punctual for all of our appointments be cultivated?
- 5 If you find you are going to be later than usual in getting home from an evening party because of some incident beyond your control, such as a late bus, what could you do to prove your growing sense of responsibility to your parents?
- 6 What is meant by facing facts?
- 7 Name some reasonable fears; some unreasonable fears.
- 8 What is the meaning of the word "rationalizing"?
- 9 How may a person who rationalizes control the habit?
- 10 What are other ways in which people protect themselves from criticism or from the consequences of their own behavior?
- 11 Show how daydreaming may be either helpful or harmful.

To show that you can use what you have learned

- 1 Do you know anyone who has been able to gain more freedom from parental control by assuming responsibility well or by making wise decisions? If so, relate the incident to the class.
- 2 What would you do to help a younger child overcome a fear of water that was keeping him from learning to swim?



CHAPTER TWO

Living with your family

UNIT I

FAMILY PATTERNS

Family life changes from time to time, just as modes of travel or means of communication change. In the early days of this country the family was almost self-sufficient. Nearly all the goods and services which the family needed were produced in the home or on the farm and each member was required to do his part according to his age and ability. The father was the head of the household. His word was law and he exercised a strong control over all the members of the family, even over the grown sons and daughters until they married and made homes of their own. The father administered the family finances, was the final authority in the discipline of the children, and made all the important decisions. The mother assumed the work of the home and the rearing of the children and her authority was restricted to the family circle and was subject to approval by the man of the house. Under the law she was considered a minor. Women were protected and respected, but they had no voice in the government and little more in their own homes. Most of the early colonists

had begun their lives under a monarch and their family life followed the pattern of the government they had known. This is known as a *patriarchal* family, and the head of the family is called the *patriarch*.

In "Glamorous Dolly Madison" by Alice C. Desmond it is shown that Dolly was brought up in this kind of home. Her father, John Payne, without consulting his wife or any other member of the family, sold their prosperous plantation home and removed his family and slaves to a remote, gloomy plantation where the soil was too poor and rocky to produce good crops. On returning from the Revolution, again without consulting any member of his family, he again acted in a way which greatly affected his wife and children. He decided to free his fifty slaves, which represented most of his fortune, and he then moved his family to Philadelphia, although there was no work for him in that city by which he could support his wife and eight children.

He carried this same highhanded treatment into his relations with his children. He gave them no opportunity to make decisions for themselves. For instance, when his sons wanted to go with him to fight in the Revolution, he told them that they must stay at home and look after the crops, even though the poor soil would produce nothing. He made no effort to understand Dolly's love of color and beauty but disciplined her so severely for her worldliness that she became afraid of him. So strong was his power over her that to satisfy him she married John Todd, whom she did not love.

Although many of John Payne's decisions were obviously unwise, like most of the men of his time he continued to make all the decisions for his family. Of course, children brought up under such a system as this had little opportunity to make decisions for themselves. They were therefore poorly prepared for adult life in a democracy, where each individual must constantly decide for himself matters of the greatest importance to his happiness and welfare.

Today many families follow a more democratic way of living. The home is considered a co-operative enterprise in which each parent has equal authority. The children are encouraged to make such decisions as their experience has prepared them to make wisely. Thoughtful parents today realize that freedom is the essence of democracy and

they deliberately prepare their children to become wholesome influences in their community and nation. Learning to make decisions is a part of this training. To become a good citizen, one must be able to make intelligent decisions and choices. Children and young people learn to make wise decisions on important questions through the experience they gain in making countless less important choices. Life in a democratic home in which training in reaching wise decisions is carried on is the best preparation for living in a democratic society.

If you read Anna P. Rose's *Room for One More*, you will have a good picture of a democratic family. The children were encouraged to make their own decisions and to make choices that would help each other. When the orphan boy, Joe, asked if he could stay with the Roses permanently, Mrs. Rose replied that he quarreled so much with the other children that she wasn't sure they would want him in their home. Joe and the children had a conference, as a result of which the children decided that he should stay.

On another occasion, when the children thought their mother had spanked Jimmy John when he wasn't at fault, she agreed that she

The family can have fun working together for security

Lange from Farm Security





Why shouldn't a girl always have a new dress instead of her mother?

might have been wrong and put the decision up to Jimmy John himself. He maintained that his mother was right and that he deserved the spanking. The final decision in this case was made by him. Children brought up in the Rose home were given opportunities to make decisions, although they were guided and directed by the mother and father, whom they acknowledged as their final authority. Mrs. Rose states clearly in her book that whenever she felt a child was incapable of making a wise decision, she did not hesitate to make the decision and see that it was lived up to. Sometimes the family discussed their problems and tried to find solutions together; sometimes the children helped each other in smoothing out difficulties; at other times the children were allowed to make decisions for themselves. Children brought up in this way learn throughout childhood to live in a democracy, for such a home is a democracy in miniature.

Freedom and responsibility. It is sometimes difficult for a boy or girl to grasp the full meaning of the term "freedom." He is inclined to assume that since a democratic society is based on the rights of the individual, he is the only person for whom freedom exists. Eventually he realizes, however, that everyone is surrounded by other individuals, each of whom is a member of a democracy and each of whom is therefore entitled to freedom; he can then understand that

his own freedom to do as he pleases is limited. Anyone can do as he pleases only as long as he does not interfere with the rights of others. The results of one person's decisions must not destroy someone else's freedom. Moreover, each individual must be willing to take the consequences of his decisions and actions, and to accept the responsibilities that accompany the power to make decisions.

Power always brings added responsibilities. In our society, the law holds you accountable for your actions when you reach the age of active citizenship. In family and school life you are expected to take responsibility for your actions long before you reach the age when you can vote.

All of these ideas having to do with freedom and democracy are being worked out in your family life all the time. For example, Alice had been invited to a party and she wanted a new dress for the occasion. She had already spent her clothing allowance for the season and had borrowed from her younger sister to buy several additional things. In spite of this, Alice insisted that she should be given money for a new dress. She tried to persuade her mother to give her the

money, regardless of the fact that it would mean that her mother would be unable to have a much-needed new hat. The only way in which Alice can have what she wants will be to deprive some other member of the family of his or her share of the budget. The democratic decision for Alice to make is to do without the new dress. In a democratic home Alice would be expected to arrive at this decision herself, while in a patriarchal home her father would tell her she could not have the dress. So it is not only the decision that must be made in regard to Alice and the new

Being reasonable is one of the pleasantest traits in family living



dress, but it is also the way in which the decision is made that is important to the family.

In the Brown family there is just one automobile. Henry, the only son of the family, is a member of the debating society at school. It is understood that Henry has the privilege of driving the car to school on those evenings when the society meets. On other nights, the use of the car belongs to his mother and father. At the time of one of the recent meetings of the club, Mrs. Brown needed the car in order to call on a sick friend. She explained to Henry that she was sorry it seemed necessary for her to use the car at a time when he was entitled to take it, and she left the final decision to Henry. At first he was disturbed because he had already invited several members of the club to go with him and it would be inconvenient for them to go home on the bus or streetcar. Nevertheless Henry at once told his mother that he was willing to give up his turn to use the car, and after making several telephone calls, Henry found that George Allen, one of the group, could use his family car.

The example given above is typical of the democratic manner in which the Brown family worked out their problems. When possible, each one was allowed to make his own decisions. The parents neither took all the responsibility nor did all the sacrificing. The young people learned through experience that with freedom to choose comes the responsibility to make a wise choice.

To show that you understand

- 1 What are the characteristics of a patriarchal family? The father in such a family is known by what name?
- 2 Cite instances from the early life of Dolly Madison to show that she grew up in a patriarchal family.
- 3 In what ways does a democratic pattern of family life differ from the patriarchal?
- 4 Give some incidents from *Room for One More* to show how the democratic pattern of family life was practiced by the Rose family.
- 5 Relate the incident of Alice and the new dress. How do you think she should have solved her problem?

- 6 Relate the incident of Henry and the automobile. Do you agree that the family solved the problem in a democratic manner? Why?
- 7 What responsibility accompanies freedom to choose?

To show that you can use what you have learned

- 1 Describe instances in family life that you have observed or experienced which would indicate that the pattern of living in those families resembled that of the Payne family or the Rose family.
- 2 Show how life in a democratic home helps prepare its members for life in a democratic nation and world.

UNIT 2

THE FAMILY COUNCIL

Many families operating on a democratic basis use the family council as a clearing house. The council is composed of the parents and those children old enough to understand the questions being considered. At these meetings each member is encouraged to express his opinions and feelings freely. When a matter has been discussed and a conclusion arrived at, each member of the group is expected to abide cheerfully by the decision agreed upon. Anyone is much more willing to follow a policy that he has had a voice in framing than a policy that has been dictated from above.

Such things as how money shall be spent, what kind of vacation the family shall have, the time when the younger members of the family are expected to come home from an evening party, and when the various members of the family are to use the family car are family problems which can best be handled by a family council.

The Watson family, consisting of Mr. and Mrs. Watson, Mary, aged twelve, and sixteen-year-old Robert, found the family council very satisfactory. They set aside one evening a month and made it such a gala occasion that they all counted it one of the high spots in their family life.

Mrs. Watson always planned an especially nice dinner for that evening of "favorite" foods. The evening was treated as a family party, and with such an attitude on the part of the family no problem seemed too knotty to solve and everyone felt relaxed and free to express his own opinion. If the business of the council could be cleared up in time, the Watsons often went to a neighborhood movie or did something together at home. Some nights they would pop corn or watch television; at other times they played games or took turns reading aloud from an interesting book.



Ewing Galloway

A family picnic is fun too

There were times, however, when they had more problems to discuss than they were able to finish in one evening. When this happened, they would either postpone the matter under consideration until the next regular meeting of the council or, if the matter seemed urgent, they would agree upon a time for an extra meeting. Such an occasion came one May when Mr. Watson found that he was going to have a three-week vacation instead of the two-week one for which the family had previously planned.

Their plans for the two-week vacation had included spending a few days at Mrs. Watson's mother's farm, with the rest of the time to be spent at a friend's cabin in the mountains. Mrs. Watson suggested that with the added week it might be interesting to take a trip to Washington, D. C. Robert wanted to camp in the vicinity of some lakes located in the southern part of their state and spend the vacation period fishing and swimming. Mary thought it would be wonderful to spend the entire time at her grandparent's farm. Mr. Watson said he didn't have any new ideas for the vacation, that he could enjoy any one of the suggested places.

The three members of the family who had decided ideas for the proposed vacation were asked to present their reasons for thinking the entire family would enjoy the trip they favored. After each one had expressed himself freely and listened attentively to the others, he felt less positive about his original plan being the one that would be the most satisfactory for the entire family. They finally agreed on a compromise vacation. They would spend a couple of days more than they had originally planned at the farm; they would extend Robert's idea of exploring the lakes to include exploring the state capitol building and some of the colleges found en route. Their final plans included something from each of the suggested plans and some new features. Each member was enthusiastic about the forthcoming vacation and set about making it a success.

When the children were small Mr. and Mrs. Watson had made the decisions without consulting them; at no time did the Watsons trust their children to make decisions which were beyond their experience.

To show that you understand

- 1 Explain what a family council is and how it works.
- 2 How can a family council increase harmony?
- 3 What problems could best be handled by a council?
- 4 Why were the Watsons able to use a council satisfactorily?
- 5 Under what conditions would it be difficult to include all the members of a family in its council?

To show that you can use what you have learned

Outline a scheme for a council for your family, indicating how the time for meeting can be arranged, questions or problems that might well be brought up for discussion, and how the time together might be spent when not needed for the discussion of family problems.

HOW CAN BROTHERS AND SISTERS
GET ALONG TOGETHER PEACEABLY?

A group of girls were talking together during the lunch hour. May brought up the problem of getting along with brothers and sisters when she said: "My little sister Pat goes into my room and spills my toilet water. Not only that, she wastes my lipstick and tries on my clothes!" Then she added, "She's a nuisance!"

"When I was younger and didn't know how to answer back," Betty said, "my older brother John used to tease me unmercifully."

"Well," said Alice, "at least, you don't either of you have to stay at home with your baby sister as I do. I often wish I were an only child."

Mildred added her bit, saying: "I agree with Alice. If I were an only child, I wouldn't have someone wearing my clothes and telling tales to my mother the way Joan does."

Marjorie said nothing. She had recently been separated from her brothers and sisters because of her mother's death. Marjorie was probably thinking that it was worse to miss your brothers and sisters than to put up with their mischief.

Sylvia is one of a family that is noted for being very congenial. "Maybe the system I use with my younger sister Jean would work with yours, May," she suggested. "I used to have the same trouble you are having. Of course, I complained to my mother about it. She told me that Jean used my toilet articles and wanted to wear my clothes because she wanted to be like me. Remember when we were in the fourth grade? We all tried to imitate the sixth-grade girls. They seemed so much older and so wonderful! So I guess it's natural for younger sisters to want to dress like us and use make-up.

"Mother told me how to show some interest in Jean that would please her. I began by inviting her into my room when I was dressing. Then I would explain why and how I used make-up. I made her proud as punch by telling her that she would be using it in a few years. And you should have seen her face when I told her that

she could use my bath powder. Well, of course, Jean was flattered, and she naturally thought more of my opinion because I had made her feel good. I also tried a little strategy. I told her that sometimes when she wanted to see how she would look in my clothes I would help her to try them on. I explained that I liked to keep my clothes clean and pressed, so I didn't want her to try them on alone."

"I suppose I ought to include Joan in a hike or picnic," Mildred said after Sylvia finished. "She might learn how to act in a group."

May giggled, "My mother prophesied that if I treat Pat decently, the day will come when I will be downright proud to be her sister!"

"Sounds improbable," Alice grinned, "but still, it's a possibility."

The important thing about the discussion that Mildred, May, Sylvia, and their friends carried on is that they arrived at a constructive plan for bringing their younger sisters into some of their own activities. Any girl can recall how hurt and disturbed she felt as a child when she was deliberately shut out of the festivities of an older group. Sylvia, by her friendly and sympathetic attitude, is helping to prevent Jean from feeling shut out and unhappy.

As for Mildred's problem of having her sister borrow her clothes, it is possible to work out this situation satisfactorily. The two sisters may decide to wear each other's clothes, feeling that they can have

How would you feel if this happened to you?



more changes that way. In that case, each girl reserves the privilege of refusing to lend a garment if she wants to wear it herself, and each girl takes the responsibility for returning a garment in as good condition as she finds it. If it means laundering a cotton blouse, then it is laundered by the wearer. Unless the girl who borrows the garment is willing to return it in a wearable condition, she should not expect to borrow again. Each member of a family should respect the property of the others, as well as be able to manage her own property. Some sisters may find it more satisfactory to wear only their own clothes. Then there is no question about whether a certain garment in a wardrobe is available when it is needed, and in addition each girl learns to

take the responsibility for keeping her own wardrobe in order.

Betty's problem is a common one. The teasing of a sister by an older or a younger brother is almost unavoidable. Whether it remains friendly and a source of amusement to both sides depends largely upon how Betty acts. Sometimes teasing is simply a means that a brother uses to pay attention to his sister. The girl who accepts this attention as gayly as that offered by another boy has begun to learn a valuable lesson in getting along with men. If the father of the family uses affectionate teasing with the mother and she enjoys it, the brothers and sisters learn easily to accept the same affectionate play among themselves. Remember, too, that when a brother says, "That hat is terrible!" his purpose is not necessarily to hurt your feelings. He may be too shy to be able to praise your taste, but he may want



Returning a borrowed blouse, freshly washed and ironed, is likely to encourage further favors

you to know that he has noticed the hat. On the other hand, he may perhaps be warning you that it is too conspicuous. Men, as you probably know, are conservative about clothes. In any case, your only defense is that of good nature. No arguments will help you, and hurt feelings will show that you are no more grown-up than your brother. No matter how annoying a brother may be, no girl ever has a better chance of studying men, their likes, dislikes, prejudices, and enthusiasms, than in her brothers and in her father. The extent to which she learns to appreciate and enjoy these men of her own family is a measure of the success she is likely to have in living happily later with her husband and her sons. Of course, a girl can appeal to her parents for protection against her brothers, but she is in that case laying the foundation of becoming a woman unable to manage her life when her husband does not act precisely as she thinks he should. You may find it interesting to discover which of the most happily married women in your community enjoyed their brothers.

Of course, there can be unfair teasing by both brothers and sisters. A playful punch should not really hurt; a twitting of a brother for a social error should never be made in the presence of others. Remember that the most happily married women and those who attract the most admiration from men have learned to appreciate men and boys as they are, not as they might like them to be. Girls and women who

How do you react to teasing?



enjoy men know that men can add a funnier turn to conversation, can bring first-hand reports of adventures from which women are barred, and best of all can express a masculine point of view. That point of view is not necessarily better or worse than a feminine one but it is sufficiently different to have been of interest to women from the beginning of time. Just as a man, who never hears the typical feminine reaction to a situation, misses much, so a girl who never gets the masculine point of view misses at least half of the fun of living.



Getting the masculine point of view

Any girl in her teens is old enough to understand that happy family life is a matter of co-operation. Such a girl is also old enough to realize that her parents are human beings, that they not only like to go out, but that it is essential they have some pleasures outside their home if they are to be interesting and agreeable parents. As soon as these ideas are grasped by a girl, she is usually willing to do her share in making the home life pleasant. Thus, when Alice stays at home with her baby sister, she is not only making it possible for her parents to have some recreation, but she is also saving them the money that they would otherwise have to pay for a baby sitter.

Whenever you see a harmonious family, remember that one or more members of it have worked to create this happy relationship. Happy family life demands not only love and respect between its members, but also good sportsmanship. Each member must be courteous, willing to make sacrifices, and have a sense of humor.

To show that you understand

- 1 Why do older children sometimes tease their younger sisters and brothers?
- 2 How can offensive teasing among children be controlled?
- 3 a Do you think the method described for dealing with the borrowing of clothes would work?
b Do you know of any other way to solve this problem?
- 4 How must the members of a family feel toward one another in order to produce happy relationships in the family?
- 5 How must each person in a family treat the other members if harmony is to be maintained?

To show that you can use what you have learned

Show how each member of your family has responsibility for making the life in your home pleasant for the other members.

Chinese checkers is only one of many games that offer fun and competition for brothers and sisters





CHAPTER THREE

Helping your younger brothers and sisters

UNIT I

WHY SHOULD YOU STUDY ABOUT YOUR YOUNGER BROTHERS AND SISTERS

From your observation of tiny puppies or kittens, you know how helpless the young are. Most young animals must be fed and protected for a period of weeks or months before they are able to take care of themselves. A baby has a much longer period of dependence. In modern life, many children do not assume full responsibility for themselves until after they are graduated from college. Even if children must take care of themselves as soon as possible, they must be

provided with food and clothing for ten or twelve years. During these years the foundation for the child's future life is being laid; his physical and mental health depend to a large extent upon the home in which he grows up. The child brought up in a clean house in which he receives the right kind and amount of food, rest, fresh air, and exercise, with a family that understands and loves him, has a much better chance to develop into a healthy, happy person than one whose home lacks any of these provisions for sensible daily living.

What you can do to influence your younger brothers and sisters, or any younger children with whom you come in contact, will depend upon your interest in children, your knowledge of what they need, and your skill in applying your knowledge. The possibilities for such influence are greater than you may realize.

Usually a younger child feels a great admiration and affection for children a few years older than he and likes to imitate them. This imitation may annoy an older child unless he realizes that it is really a compliment to his superior ability. For example, George was constantly scolding his younger brother Martin for using his tools and his workbench. One day, after working some hours on a ship model similar to his brother's, Martin brought it to George and said, "Look at my boat. It's almost as big as yours."

What do you do when your brother shows you something he has made by himself?

Ewing Galloway



George's first impulse was to scold his brother, but he realized that Martin was copying his work because he admired it. Instead he said grudgingly, "Well, it will do. But listen, Martin, if you are going to use my tools, please ask me. At least I can show you how to use them without spoiling them."

When, like George, you understand the reasons behind a child's actions, you will be less likely to be irritated by his behavior, and you will even find pleasure in helping him. If you have no younger brothers or sisters, you may be interested in the baby or young child of a relative or friend. Many girls not only enjoy being with younger children, but also find "baby-sitting" a pleasant source of spending money. When you become interested in helping a child, you may sometimes be called upon to feed, bathe, or dress him. At other times you will need to help him overcome fear, control anger, recognize the difference between lying and imagination, or change from destructive play to wholesome activities. As you learn to meet these needs, you will get more pleasure from associating with children.

To show that you understand

- 1 For what reasons would you profit from a study of younger children?
- 2 In what way did George show intelligence in handling his younger brother?

UNIT 2

HOW CAN YOU HELP YOUR YOUNGER BROTHERS AND SISTERS TO DEVELOP PHYSICALLY?

You can help young children to form good health habits when you yourself have formed these habits and understand their value. Not only do you have a responsibility to practice good health habits yourself, as the person whose habits are most likely to be copied, but you also need to co-operate with the other members in your family in carrying out a healthful routine for the group.



Why should children spend some time each day out-of-doors?

Routine of Living. If you have grown up in a household with a regular schedule of eating, sleeping, playing, and resting, you may not fully appreciate the value of such a routine. You probably take it for granted that all homes are operated on this basis. In many such homes children have good health habits without knowing it. They eat because they are hungry, play because they delight in it, rest because they are tired, and sleep because they cannot keep awake.

A young child very quickly becomes a creature of habit. A good appetite for wholesome food results chiefly from eating at the same time each day. When the habit of regular eating has been established, the digestive juices are secreted at about the same time each day. The stomach thus gets ready for the meal at the time it has become accustomed to expect it.

After eating, it is natural for human beings, like other animals, to become drowsy. So it is easy to establish a regular routine of resting and sleeping if a child is put to bed directly after he is fed. The amount of time spent in sleep, and the time when naps are taken, depend upon the age and natural rhythm of the individual child.

After sleep, play and exercise are as natural for a child as for a colt or a kitten. So the wise mother plans after his nap or resting period to have the child spend some time each day out of doors.

At one time mothers were told by child-care specialists that each child should be taught to follow a rigid schedule of eating, sleeping,

and eliminating. They were advised to put the new baby to bed at the stated time for sleeping, and to leave him there regardless of how much he cried, until he went to sleep. Children were awakened from sleep to be fed on the stroke of the clock and were trained to use a chamber for bowel movements during the first five months.

It has been found since that children develop more normally when allowed to establish their own rhythm of living. The new baby is fed when he indicates he is hungry and is allowed to decide how much food his body is able to take care of. He is also allowed to establish the time for the elimination of waste.

This does not mean that a child does not live by a schedule. It does mean, however, that every child is not required to eat, sleep, and eliminate at the same time of day. Mothers are asked to observe the child's natural needs and to satisfy them as they occur. Within a few weeks the healthy baby will establish a routine, which approximates the schedule of eating at four-hour intervals, and by six months such a baby will usually cut down the number of his meals from six to four or five during a twenty-four-hour span.

From babyhood through childhood all children need adequate rest. For the year-old child adequate rest means not only twelve hours rest at night but a nap either in the morning or in the afternoon, sometimes both. The purpose of the nap is to provide a break in the day's activities. Many children who sleep twelve hours at night do not get as adequate rest as those who sleep a shorter time at night but who sleep from one to two or three hours during the day. It is easy to tell when a child is not getting enough rest: He cries easily, is restless, and in the case of older children is easily irritated by reasonable requests.

Bathing. On Saturday morn-

How are babies often allowed to establish their own schedule?

Gerber's Baby Foods



ing or after school, you may be able to help your mother with the bathing of the baby; or perhaps you may have a chance to show an older child how to bathe himself. By the time children are five or six years old, they should be able to bathe themselves.

The bath is usually made a regular part of the daily routine. Often the most convenient time for a child's bath is the later afternoon, and this plan helps to get him into the habit of tidying up for the evening meal. And, too, since the child goes to bed soon after supper, he probably will be clean enough for bed, except for his face and hands.

When the bath is given at a regular time each day, the child takes it as a matter of course. He learns to expect it, and is ready for it when the time comes. Under a regularly followed schedule a bath is less likely to seem an interruption of the child's play time. In general, however, children like their baths and the chance to play in water. Often they have to be taught not to spend too much time in the bath.

Bathing removes the waste materials given off by the body and the dirt accumulated through play. The bath water should be neither too hot nor too cold; it should be about body temperature. Test it by pouring it over your wrist. When it seems neither hot nor cold, it is at the right temperature for a very young child. Use mild soap and a soft Turkish washcloth and towel.

First, seat the child in the water and wet the entire body. Second, have him stand while his body is lathered well with soap. Third, rub his body thoroughly with a wet Turkish washcloth. Fourth, place him again in the water and rub his body. Fifth, rinse the body with cooler water. Train the child to get used to a cold rinse by dashing some cool water on his chest and back. As he grows older and gets used to the cool water, he may take a cold shower or spray. Sixth, dry the body with vigorous but not harsh rubbing with a Turkish towel.

Care should be taken to avoid hurting the small child in the bath, for his skin is softer and more tender than that of an older child and can be easily chafed by soap that is too strong or by harsh rubbing. Be careful, of course, to avoid getting soapsuds in the eyes or of being in the least rough when cleansing the ears.

As soon as the child is old enough, he should be encouraged to

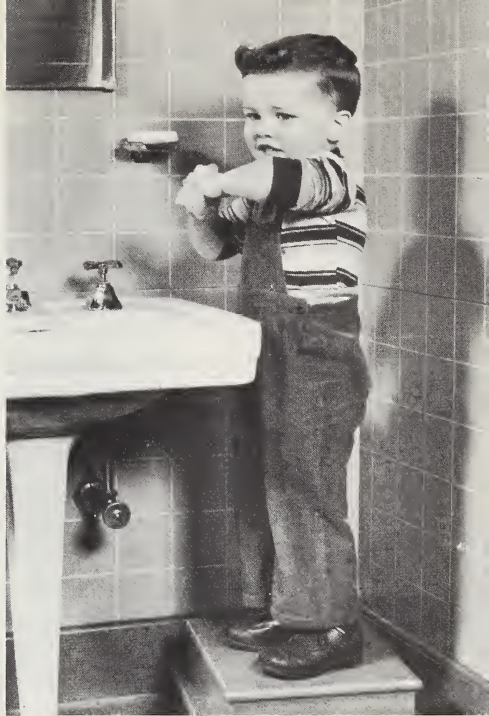
bathe himself, even though he will need some help in washing his ears, neck, and back. Often the young child must be taught the difference between a dirty and a clean skin. Frequently he has to be taught to remove the dirt while in the bath rather than on the towels he uses.

Teach the child to help put the bathroom in order after his bath. The tub should be washed out, the mat put in place, and the towels and washcloth hung up. He should have a towel and a washcloth of his own. One young lad, aged four, took great pleasure from towels which were marked with his initials.

Toilet routine. It is important that the child be trained to recognize and to respond to nature's signals for the elimination of waste from the body. You can be of assistance to your mother in helping with this training of your younger brother or sister.

By the time a child is two years old, he should have been trained so that he will tell someone when he needs to go to the toilet. After three years of age, he should be able to control his bowels and bladder day and night. Training for control of the bowel movement is usually begun from the eighth to the tenth month, and that for urination from the fourteenth to sixteenth month. There should be at least one good bowel movement a day, and the best time for this is immediately after breakfast. Eating breakfast at the same time each day will help greatly in establishing this habit.

In helping a child to establish regular habits, give him frequent opportunities for the passage of urine. During the second year, this



H. Armstrong Roberts

Clean hands have been made easy for this child

may need to be as often as every two hours. The average child from one to four years of age will be able to keep dry during the day if he goes to the toilet before and after meals, before and after his nap, and on coming in from play. He will be able to go through the night without wetting the bed if he goes to the toilet the last thing before going to bed, again when his mother goes to bed, and again as soon as he awakens in the morning. If there is an occasional accident, it is wise to ignore it, concentrating on praise for the child when he does remember. This praise will help more than scolding him when he has not gone to the toilet as he should. Train the child to take the responsibility for going to the toilet as soon as he is able to do so. At first an older person will have to go with him. In a short time it may be enough to ask the child if he should go. In this way he will gradually assume the responsibility for himself.

Toilet facilities should be made as convenient and as comfortable for the child as possible. A small toilet seat which fits over the regular seat and a small stool for his feet to rest on are a great help.

Other personal habits. A child should be taught to wash his hands with soap and warm water after going to the toilet and whenever they are dirty. Some arrangement should be made so that the child can wash his hands in comfort, and a small stool or a box for him to stand on will help to make him comfortable. He should have a towel for his own use hung where he can reach it and where he can replace it after use.

Children should be taught to keep their fingernails clean by washing them with a small, soft brush. The child who is taught to take an interest in his nails seldom bites them. Keeping his nails smooth and short will also help to prevent the habit of nail-biting.

It is important to teach children the proper use of a handkerchief. The handkerchief should be held in front of the nose, the mouth should be kept open, one nostril should be partially blocked, and the other should be completely open. If there are any crusts inside the nose, these may be softened by applying cotton dipped in olive oil. Then they should be gently blown out. At an early age children should learn to clean their noses in private; it is well to form the habit of cleaning the nose as a part of the preparation for the day.

Sleep. When you are "baby-sitting" have you ever had difficulty in getting your charge to sleep? If so, you have probably found that threats do not help and that he will not go to sleep at just any time that suits your convenience. Any unusual condition, such as the absence of his parents, may make it more difficult for the child to relax. You will need, therefore, to be patient and to allow for some variation in the child's usual bedtime routine. Sleep comes through relaxation; a child cannot relax if he is afraid or excited, and you will find that it helps a child to go to sleep if he spends the last hour before going to bed in quiet play or in story-telling.

Some children have a natural craving for attention which has not been satisfactorily met, and they will often put off sleep as long as someone will give them attention. Ellen found this to be true of two-year-old Robert. When she put him to bed, he first wanted a drink, then a doll. After these requests were granted, he asked to be taken up so that he could play. Being inexperienced in taking care of children, Ellen complied with Robert's various demands. It is quite possible that Robert may have needed a drink, and he may have formed the habit of going to sleep with the doll at his side, but when he asked to be taken up to play a game, Ellen should have replied in some such way as, "No, Robert, we go to bed to sleep." With this she should have tucked him in and said, "Good night."

Of course, some conditions which induce sleep, such as good health, a regular routine of living, and a feeling of security, are beyond your control as a baby-sitter or as a mother's helper. These are matters for which the mother of the child is responsible. Persistent sleeplessness on the part of a child under your supervision must be referred to the mother for a solution.

Carefully chosen food promotes health. Generally the best food for a little baby is his mother's milk. Sometimes, for one reason or another, the mother is not able to feed her baby, and under such conditions another food must be given, either in place of or in addition to the mother's milk. Usually cow's milk is used as the foundation of this food; but because cow's milk is too rich for a baby to digest and does not contain all the minerals and vitamins needed for growth, it must be changed or modified. The mother who feeds



1 TO 5 MONTHS

- 1 Strained carrots, peas, spinach, green beans, sweet potatoes, squash
- 2 Orange juice, tomato juice
- 3 Strained vegetable soup, mixed vegetables, beets; strained applesauce, apricots, peaches, pears, bananas, prunes, plums
- 4 Milk formula, milk
- 5 Egg yolk, hard cooked and put through a strainer; beef and liver soup; strained baby meats, alone or with vegetables; non-oily fish, strained
- 6 Strained cereals, as oatmeal, wheat, corn, barley, rice
- 7 Fish liver oil



A GUIDE TO FEEDING THE BABY

A baby needs some food daily from each of the Basic Seven groups
The doctor's advice should be followed exactly

5 TO 10 MONTHS

- 1 Chopped carrots, spinach, green beans, squash, sweet potatoes
- 2 Stewed tomatoes, strained to remove seeds; grapefruit juice
- 3 Baked potato, chopped mixed vegetables, baked apple, pear, banana
- 4 Milk soups flavored with vegetables, rennet, custards, cornstarch puddings, cottage cheese
- 5 Scraped or ground beef and liver; poached or broiled fish
- 6 Zwieback, dry toast, milk toast, postina, arrowroot cookies, graham crackers
- 7 A little butter or fortified margarine



10 TO 12 MONTHS

- 1 Finely shredded solid greens, grated raw carrots
- 2 Broiled tomatoes, sliced orange, weak lemonade, fruit juices
- 3 Boiled or mashed white or sweet potatoes, lima beans
- 4 Buttermilk, milk shakes, gelatin, tapioca and rice puddings made with milk, mild cheeses
- 5 Whole egg, boiled or poached, chopped meats, bacon, lamb chop, white meat of chicken
- 6 Whole wheat or enriched bread, noodles, spaghetti, macaroni, rice
- 7 Butter or fortified margarine in slightly larger amounts



her baby modified milk should be given the correct formula by her physician.

As the child grows older, other foods are gradually added to his diet and eventually he drinks whole milk. All through the growing years a child should have a quart of milk a day.

Difference between an adult's diet and a child's. The difference between an adult's diet and a child's lies not so much in the kind of food eaten as in the form and in the amount. The young baby's food must be entirely in a liquid or semi-liquid form, for the young child does not have teeth to chew solid, coarse foods, nor are his stomach and intestines able to digest solid food. As he grows, solid foods are added gradually. The diet given to a year-old child consists of strained vegetables and fruits, fruit juices, soft-cooked cereals, and soft-cooked eggs, with milk and a small amount of meat. Gradually more solid and coarse foods are added until the child is eating the same foods as his parents.

The value of a variety of food. It is important for the young child to learn to eat a variety of foods. In order that he may grow well and be healthy, his body must be supplied with many different food substances. The human body uses many minerals and they must be constantly supplied in the food. Vitamins also must be supplied, for these make it possible for the body to use other food substances; that is, they are necessary for growth and good health.

If new foods are added in small amounts to those that the child has already learned to like, he will gradually acquire a variety of tastes. In lists of foods suitable for a child during his second year, nineteen or twenty vegetables and ten to a dozen kinds of fruit are included, in addition to cereals, meats, milk, and eggs.

Pleasant surroundings and digestion. Food gives energy and builds tissues in the body, but before it can be used for these purposes, it must be digested; that is, it must be changed into a form which the body can use. This change is brought about by certain juices that are present in the stomach and intestines. Ordinarily the smell, sight, and taste of food causes these juices to be poured into the stomach and intestines, just as these sensations make your mouth water. Digestive juices are not poured forth as freely when a person is angry, afraid,



Why do you sympathize with the child rather than with the mother?

or greatly excited. For this reason, children as well as adults should come to the table in a calm frame of mind and eat in pleasant surroundings.

If five-year-old Johnny is busy building a town in his sand pile when his older sister Mary calls him to dinner, he should be allowed a few minutes in which to leave his work and to adjust happily to the idea of eating. If Mary becomes impatient, pulls him away from his work, and rushes him to the table in tears, he will not be able to digest his food as well as he should.

For the same reason, at meal time it is important to talk about pleasant things. Serious or unpleasant problems which must be solved through family conference should be settled at another time, not at the table. Mary may feel the need for telling her mother about a grievance she feels toward Johnny, but since she cannot discuss the subject without anger, she should wait until some other time to air her problem.

Your role in helping your brothers and sisters to form good food habits. You can help a younger brother or sister to form good habits of eating by setting a good example. For instance, Mrs. Hall noticed one day that her young son did not eat his carrots. She did not let him know that she noticed, thinking that it would be better not to call his attention to it. A few days later, when the same thing happened, she asked if something was wrong with the carrots. Johnny answered, "Sue doesn't eat her carrots." Sue is John's older sister. In

this way Sue realized that younger children often acquire habits by imitating older children, and she herself then decided to eat without comment whatever food was served her.

Very young children should not eat concentrated foods, such as candy, and salted nuts. People who do not understand that candy is a concentrated food will often offer candy to small children. It may be hard to manage such a situation. Sometimes it is possible to explain; at other times it may help the child if the older children present do not eat their candy at that time. This would avoid making the young child seem "different."

Have you ever noticed how slowly a young child will eat, especially when he starts to use a spoon? Try to help him by being patient and by occasionally showing him how to use his spoon. He will soon be very anxious to do it nicely and neatly. Then one more orderly habit has been established.

Carefully chosen clothes and their relation to health. Children's clothes should be designed so that they are comfortable to wear, convenient to put on and take off, attractive to look at, and easy to keep clean. To be comfortable, a child's clothes should allow freedom of action. A child should be able to carry on his usual activities without having to stop to pull up a sleeve or adjust a belt. Clothing that pulls on the shoulders, cramps the chest, or binds at any point is a hindrance to proper physical development and a sweet disposition. There should be plenty of room for chest expansion and freedom of movement for both arms and legs. On the other hand, clothing that is too large hampers the child as much as that which is too small. Sleeves which hang off the shoulders, for example, interfere with the free movement of the arms.

When a child's feet and hands are warm to touch, he is usually adequately dressed. Because children are more active, they keep warmer than older people, who are quieter. Children are more often dressed too warmly than not warmly enough. When a child's body is damp with perspiration without other cause, he is dressed too warmly. A child who lives in a well-heated house often wears the same clothes in the house the year round; so when he goes out of doors in cold weather, care must be taken to dress him warmly. It is



Titcomb from Black Star

Learning to dress

in dressing. His success will depend greatly on how his clothes are made. The use of fairly large buttons and as few as possible, the front closing of garments, and the use of zippers will make it easier for him to help himself. If encouraged, he will be very proud when he can take all the responsibility for dressing himself.

Developing physically through play. Have you ever watched a very young baby during his waking hours? If so, you will recall that he moved his arms and legs about, cooed, and laughed. This is his "daily dozen." From this beginning, he continues to develop. He rolls from one side to the other, pulls himself upright at the side of his play pen, crawls, and at last walks. Childhood is filled with activity.

possible to do this and still allow freedom for playing. The cover-all suit, if properly fitted, answers this need very well.

It is imperative that a young child be fitted with the right kind of shoes, for ill-fitting shoes may deform the feet and cause much suffering in later life. A child's shoe should be large enough, it should be shaped like his foot, and the sole should be flexible.

Ill-fitting stockings may do as much damage as shoes which do not fit. Stockings should be one-half inch longer than the foot. Because stockings often shrink in laundering, they must be washed with care. Children's feet grow rapidly; therefore children's shoes and stockings should be checked often for size.

The young child should be encouraged to help himself all he can

When the baby reaches the stage in which he takes an interest in things around him, his activity takes on the form of play. During the early years of his life, play is one of the most important things he does. As a baby plays with a ball, he develops his muscles by crawling after it. He learns the feel of soft and round objects. As he plays in the sand pile, building castles and roadways, he is learning how to concentrate and how to make things constructively. As he learns to ride and manage a tricycle, to make it go faster and slower, to back it and turn it around, he is gaining confidence and developing his muscles.

Your part as a play director. Your part in the child's play life is important, though inconspicuous. His mother should see that the child has the right kind of play materials, and that he is allowed to choose the ones with which he wishes to play. During the play hour he should be allowed to follow his own desires as far as is practical. If little Billy is trying to pull a wagon which is too heavy for him to pull alone, his older sister may assist him, but not until Billy has tried and is willing to have her help.

When several young children are playing together, an older sister may be of help to see that they learn to play fairly and peaceably. Each child should learn to take his turn in playing with a favorite toy. If there are four other children who want to use the slides, Billy must wait until all the others have gone down before he can take a second turn. He will learn self-control by waiting for his turn. If the sand pile is filled and Billy wants to play there, his older sister could suggest that he help Johnny swing or help Sally sail a boat in the tub, or join in some other activity.

Developing the larger muscles

Good Housekeeping



Play materials. The development of the young child will be influenced by the play materials that he has, as well as by the way he handles these materials. Toys should offer a challenge to a child's abilities, but they should not be so difficult to manage that they discourage him. A child of five could easily put together a puzzle of four or five pieces, but one of a hundred would only discourage him.

Such toys as kiddie-cars, balls, wagons, or other toys to pull or push, and bicycles are useful in developing the large muscles. As a child grows older he may play tennis, golf, basketball, and football, and go horseback riding.

To show that you understand

- 1 Show in what way an established routine of living makes for harmony and reduces problems in discipline.
- 2 What time of day is usually the best at which to bathe a child?
- 3 How can one help a child learn to control his bladder?
- 4 How should an occasional accident in toilet training be treated?
- 5 What are some general rules that will help children to form the habit of going to sleep at a regular time each day?
- 6 Why should a young child learn to eat a variety of foods? How can you help a child learn to do this?
- 7 Why should children come to the table in a calm frame of mind and eat in pleasant surroundings?
- 8 How can you tell whether or not a child's clothing is comfortable?
- 9 Describe a healthful shoe. A healthful stocking.
- 10 Show how a child's play helps to develop him physically.
- 11 How can you tell whether a toy is suitable for a given child?

Putting what you have learned into practice

Do you know a child from two to five years of age whom you will be able to observe during the study of this section of your text? If you do not know a very young child whom you can observe, perhaps a friend, a neighbor, or one of your classmates will help you to get acquainted with a young child.

- 1 From the mother of your "selected child" learn his daily schedule; and bring it to school for discussion.
 - a Does the schedule provide for a rest period?
 - b Are the number of hours of sleep sufficient for a child his age?
 - c How many times a day is the child fed?
 - d Does the child have regular times to go to the toilet?
 - e Compare the schedule which the child follows with that which another member of the class has drawn up.
 - f Estimate the length of time spent in sleep between feedings, and the number of times allowed for going to the toilet in both schedules. What differences do you find?
 - g Do you think changes should be made in the child's schedule?
 - h If so, what would you suggest?
- 2 If possible, either give your "selected child" a bath or observe his mother as she gives him a bath.
 - a Make a report on the bath, comparing the procedure used with that outlined in your text.
 - b Did the child enjoy his bath? Could you tell why he did or did not like it?
- 3 Through observation or conversation with the mother of your "selected child" find out about his sleep habits.
 - a Does he go to bed at a regular time each day?
 - b Does he go to sleep as soon as he goes to bed? If not, why not?
- 4 What foods does your "selected child" eat?
 - a Make a list of these after talking with the child's mother.
 - b How do these foods differ from yours?
 - c In what way is his food prepared differently from yours?
 - d Does the child eat and enjoy his food? Can you list at least three reasons why he does or does not like his food?
- 5 James was an only child and had not learned to share his toys. He came to play with three other children who were used to playing together. When the other children built a house, he tore it down. When they took turns at the swing, he did not want to give up the swing when his time was up. What could be done to train James to play peaceably and pleasantly with other children?

HOW CAN YOU HELP YOUR YOUNGER BROTHERS AND SISTERS TO DEVELOP MENTALLY?

Most of the time you spend with children is devoted to their play, and this play activity offers wonderful possibilities for the mental development of children. Therefore, the discussion of mental growth in children will be confined to that which is produced through play.

Resourcefulness and imagination. Larry has a good time playing with various pieces of household equipment. Empty spools become a chimney when stacked one on the other, a train when placed in a row, and posts for a fence when spaced at regular intervals. Clothes pins when slipped over the edge of a smooth can represent men riding horses. His favorite noisemaker is a saucepan with a tin top that can be banged up and down.

By encouraging children to play with simple household equipment and by providing blocks and other construction toys suited to their age, you will be helping them to develop resourcefulness and imagination. When children are surrounded by too many mechanical toys, they do not develop their own imagination and their only opportunity for constructive play is to take the toys apart. This is really destructive.

What simple household objects have you seen children use as toys?



Learning to make decisions and to concentrate through play. One day when Frances was taking care of five-year-old Tommy, she insisted on showing him how to build a church according to the instructions which came with the construction blocks. Tommy, being a polite child, sat quietly

while she read and worked out the direction sheet, but when the church was completed he said, "Now let's build a town just to suit ourselves." Tommy proceeded to lay out a small town similar in plan to the one in which he lived. As he worked he talked. "We'll put the station here on the hill. Those red blocks will make a good school house. Let's use some of my spools for the columns in front of the bank. In our town let's make the gas station big so Daddy won't have to wait to have his car filled."

Tommy, in building his make-believe town, was making decisions and using his memory and imagination, whereas Frances had made the mistake of asking Tommy to follow directions which he could neither read nor interpret. When Tommy reaches her age, he too might be interested in building according to directions, but meanwhile he instinctively knew enough to do what was right for him now.

If Frances had suddenly decided to take Tommy downtown to get an ice cream cone while Tommy was interested in his self-chosen project, she would have made another mistake. By allowing Tommy to finish his project, Frances was helping him to increase his span of attention; that is, the ability to concentrate.

Developing artistic and dramatic ability through play. When a child covers a large piece of paper with water colors or crayons, the result may look so meaningless to you that you may think he is only wasting time and materials. You need to remember that a child learns to crawl before he can walk, and the same principle is at work here.



Ohio Agriculture Extension Service

What is the value of painting for a small child?

We all learn by doing. Most children, when given proper encouragement, can do surprisingly well in expressing their feeling by the use of art materials, and that is the important fact here—not how finished a work of art he may have produced.

Children also spend much of their time in “make-believe.” Three-year-old Jimmie breezed into the house in the middle of the morning and said to his mother, “How much milk will you have today?” When she looked up in surprise, he said, “I’m the milkman.” Later in the afternoon he was on the davenport throwing the pillows into a chair. This time he was filling a delivery truck with packages. In such ways as these children develop their imaginative dramatic ability. All the housekeeping toys, such as cooking stoves, dolls, doll carriages, and so forth, furnish a means for dramatic play. You can help the children in your charge entertain themselves, as well as grow in imagination, by suggesting some such play.

Gaining knowledge through play. There are many games through which children learn. By playing anagrams you can help children to increase their vocabulary and to learn to spell. Some card games give children practice in adding, subtracting, and multiplying; others help them to learn the names of authors, birds, and animals. But as we realized with Frances, it is always important to suit the game to the child, not the child to the game.

To show that you understand

- 1 Give an illustration of how a child may develop resourcefulness and imagination through play.
- 2 Relate the incident of Frances and Tommy playing with the blocks. Why was Tommy’s the better way for him to play?
- 3 In what way can you encourage children to develop their artistic, dramatic, and imaginative abilities through play?
- 4 Name games in which children might increase their knowledge.

Putting what you have learned into practice

- 1 Bill, aged four, asks his mother every few minutes during his play how he should do this or that, or what he should do next. What

might his mother do to encourage him to make his own decisions and to use his own imagination in amusing himself?

2 Henry, aged eight, is continually interrupted in his play to run errands for the different members of the family. Why are these interruptions undesirable? What suggestions can you offer to correct this situation?

UNIT 4

HOW CAN YOU HELP YOUR YOUNGER BROTHERS AND SISTERS TO DEVELOP SOCIALLY?

Overcoming fear. Some psychologists tell us that at birth an infant is afraid of two things—lack of support and loud noises, and that all his other later fears are acquired or learned. Some children are afraid of the dark, of policemen, of thunderstorms, of strange people, or of dogs. Mothers often ask, "Why are my children afraid of so many things?"

The child who is not well is much more likely to be afraid than is the healthy child, who is so busy with his own activity and his new experiences that he pays little attention to the remarks of older people, which may teach him to be afraid. The weaker child is more dependent and therefore more open to suggestion from adults.

A mother who is afraid of an electrical storm can easily teach her child to be afraid of a storm also, for the child knows from the tone of his mother's voice or the expression of her face that she is afraid. The wise mother, therefore, will teach her children to appreciate the beauty and grandeur of a storm rather than to fear it.

Children may become afraid of animals or other things because of stories which are told or read to them. George, aged four, was playing on the floor with his blocks when his father's friend, Mr. Roberts, came to call. During the course of Mr. Roberts's visit he told in a very vivid manner about having been bitten by a dog a short time before. A few days later George's father brought him a puppy as a birthday

present. George was afraid of the dog; he drew away from it in fear and said, "No! He will bite!"

Some parents use fear as a means of control. Harry may be told that if he does not eat his carrots and drink his milk, the bogeyman or the policeman will come for him. Such a method tends to destroy a child's confidence in older people. The child soon finds out that neither the bogeyman nor the policeman comes, so why should he do what he does not wish to do? He ceases to obey and he no longer believes his parents.

Harmful effects of fear. Jackie's mother had always been afraid to have him play vigorously with other children. When the neighborhood children were learning to go down the slide, she said, "Jackie is too young; he will fall." When the other children began riding bicycles, she told Jack to wait a few years. One day when he was playing away from home with children several years younger than himself, he fell from an apple tree and broke his arm. Had he been encouraged to enter into the usual play with other children, he would have gained greater muscular control and the ability to take care of

What fear have these children overcome?



himself. Fear not only hinders physical activities, but also the flow of thought and speech. Stuttering in children may be caused by fear.

The child whose life is free from fears is much less likely to form the habit of lying than the child who is afraid. Who has not been guilty of telling a lie to keep from being punished? If Johnny knows that he will be spanked if his mother discovers that he has spilled the jam on the floor, he will be very likely to deny having spilled it.

How to prevent fear. Instead of filling a child's mind with fear,



What is the danger of safeguarding a child from even imaginary dangers?

one should fill it with confidence. When the younger brother starts to go down the slide, his sister or some other older child should stand near to prevent him from falling. This procedure is much wiser than that of saying that he should not play on the slide, or that he will "fall off and break his neck." As the child learns how to go down the slide he gains confidence in himself and enjoys his play.

Older people can do much to help children by overcoming their own trivial fears. If an older sister is afraid of the dark, of bugs, or of strange people, then her small brother who learns through imitation will almost surely be afraid of these same things.

Children should be controlled by positive means rather than by threats of what may happen to them. A child who is on a diet should be told to eat certain foods so that he will get well and may later have all the good things he likes to eat. He should not be told that he will be sick if he eats certain foods. Teach a child to swim instead of telling him that he will drown if he goes into deep water.

Every child should be made to feel secure, to know that there is someone who will help him if he needs aid. Such a feeling will help greatly to free him from fears of all kinds.

How to overcome fear. Often the problem is not how to prevent fear, but how to overcome it. Two ways which have been found

successful in fighting fear are (1) to have the child who is afraid play with children his own age who are not afraid, and (2) to have him associate pleasant experiences with the thing feared.

A child's fear of dogs may be overcome by watching another of his own age play with a dog; or he may lose his fear of water by seeing other children wade and swim. In both cases he will gradually enter into the activity and his fear will disappear.

An example of the second method of overcoming fear, through associating pleasant experiences with the thing feared, is used with the child who is afraid of the dark. Such fear may be overcome by playing games with the child in the dark. Such games as follow-the-leader and hide-and-seek are good for this purpose.

The value of fear. From the above discussion it would be wrong to conclude that fear has no value, that it must be avoided at all costs. Some fears are necessary. A child must learn to recognize danger so that he can safeguard himself. The child who knows enough to stay in shallow water until he is able to swim is not a coward. He is practicing good judgment. Likewise the older boy who understands automobiles is rightly cautious when he realizes the danger of driving a car at a high rate of speed.

Anger. The child who screams, kicks, or fights when he does not get what he wants is called a bad-tempered child. He is said to have temper tantrums. All children who have passed the age of two years should be able to control their tempers so that tantrums do not occur. Gradually they must learn when to be angry and how to act when angry; in other words, they must learn how to control this emotion.

Value of anger. When is it permissible for a person to become angry? What would you think of an older brother who did not become angry when his little sister was being bullied by an older boy? Should not a child become angry when he sees another child mistreat helpless animals? People who have become aroused by injustice often work hard to bring about improved conditions. Socially minded people, for example, become angry or indignant when they see children working for long hours indoors when they should be getting exercise and recreation in the sun. Thus, anger which is justified often brings about reforms within communities and even in our own family life.

The remedy for temper tantrums. There are, however, children over two years of age who have temper tantrums, and to help such children overcome this destructive habit, it is necessary to find out why children have tantrums.

There are a number of conditions which might be responsible for a child's losing control of himself, for his screaming, or throwing himself on the floor in a rage. In looking for the cause of any behavior problem, one should first consider the physical condition of the child. Is he ill? Has he any physical defects? Is he tired from too vigorous play and too little sleep? Is his diet inadequate? Is he overstimulated by too much excitement and not enough rest? Any of these difficulties might cause a child to be cross and irritable; and such conditions, of course, can and should be corrected.

If a child is in good physical condition and still has temper tantrums, there must be something wrong in the way he is managed. Is he getting too much discipline? Do all the members of the family tell him what not to do? Is he allowed to have some time to himself without interruption? Is he given an opportunity to plan and carry out some activities of his own? Every child should be given some freedom to choose how he shall spend his free time and should be allowed to carry through some projects of his own without interruption. When a child is continually told what to do and how to do it, he reacts by resenting bitterly all suggestions and commands, or he loses the power to start things or to do things for himself. In the former case he will develop into a quarrelsome, stubborn child, op-



Too much discipline as well as too little may account for tantrums

posing all suggestions. In the latter case he will become timid and take orders from everybody.

One of the ways in which children learn is through imitation. Whatever their elders do, they do. If the older members of the family become angry without just cause, then little Johnny will do the same. Here, as in many instances, older sisters can do much through example.

Sometimes the younger members of a family are made the target for teasings of all kinds. It is unfair to tease children unless they can take part in the game. If her older brother hides Mary's doll, he should also allow her to hide his cap; otherwise she will feel the injustice of the situation and resent it. One-sided teasing often results in displays of temper.

At a very early age children learn how their behavior will influence others. If an infant is taken out of his crib when he cries, it does not take him long to form the habit of crying when he wants to be taken up. If he has to cry longer sometimes than others before he is taken up, he soon learns to prolong the crying spell. As a child grows older, he may try other ways of controlling his family. He may try falling on the floor, stiffening his body, and holding his breath. If this behavior works, he will repeat it. On the other hand, if he gets the thing he wants only when he asks for it in a courteous manner, he will learn to be courteous.

An older sister can very soon train her younger brother to cry when he wants a cooky. When he first asks, she would answer, "No, you can't have a cooky; they are too sweet for you." He cries. Then, after ten minutes of protesting, she gives him the cooky. The next day it takes him fifteen minutes and louder crying, and so on; but in any case he gets what he wants if he cries loud and long enough. When "no" is once given, it should not be changed to "yes." Always do the thing you say you are going to do, but be sure first that you are right so that you can be both firm and just.

Obedience. To help in the matter of obedience with the younger members of your family you must understand the meaning of the term "obedience" and your mother's plan for teaching it.

A child is said to be obedient when he promptly and willingly does what someone in authority tells him to do. An older person is

said to be obedient to the laws governing human relationships or to the laws of health when he conforms to them, and this obedience makes him a good citizen, a good neighbor, or a strong, healthy person. The difference between a self-controlled adult and a young child is that the adult knows the laws and has learned to control himself accordingly, while the child must depend on someone else to guide him.

A good mother tries to help her children to reach a point at which they can control themselves. There are certain fundamental rules of health and human relationships which we must all observe if we are to live useful, happy lives. Would you be healthy if you ate nothing but candy? if you played always in the house? drank only coffee or tea? slept with your windows closed? ate your meals without washing your hands? Would your friends like you if you always did just what you wanted to do, regardless of their pleasure? if you always preferred basketball when they wanted to play tennis? if you never did your share of work for a picnic? The person—child or adult—who has learned to obey the right authority, or who has learned to control himself, is on the road to health and happiness.

Means of obtaining obedience. It is very confusing for a young child to have a number of people telling him what to do. If he must do what his mother, aunt, and older sister tell him, he soon ceases to obey anyone. With so many "bosses" his world is a jungle of confusion. Under such circumstances his mother must take charge and ask the others to co-operate by sending the child to her for commands.



Gracious giving helps in training children to ask for favors pleasantly

When an older sister is left in charge of younger children, she becomes a substitute for the mother and is in command. How should she act? It is wise to assume that everything will go along as usual. As long as the younger child or children are able to entertain themselves harmlessly, leave them alone. It is time to suggest new games when they have tired of the present one. When you see that children are getting cross, it is wise to suggest a change.

Try to be uniform in your discipline. If you find it necessary to tell a child that he cannot go across the street, do not allow him to persuade you that it won't make any difference "for just this once." If a child finds out that he can get anything he wants by repeating his request, he will keep on begging until you give in. An issue such as this can often be avoided by changing the form of play.

Maintain the regular routine that the children are accustomed to follow. If they usually have a nap and an afternoon lunch, be sure to follow the regular schedule. Even a fifteen-minute postponement of a nap may make it difficult for a child to get to sleep.

Children like to be praised. When there is just cause, do not hesitate to offer encouragement by praise. Remember, however, that compliments given for less than honest effort are harmful and that it is best to praise the work rather than the child. For example, say to Mike, "What a fine town you have built!" This is better than "What a fine boy you are to have built that nice town!" When a child has done the thing you wanted him to do, praise him. Such praise will help him to associate obedience with a satisfying feeling. We tend to do again those things which bring us pleasure.

To tell children that the policeman will get them if they do some-

Even a teenager cannot take orders from everyone



thing that you do not approve of is bad for two reasons: first, it teaches the child to be afraid of people whom he should trust and rely on; second, the child loses confidence in the person who threatens him because he finds through experience that most of the threats do not materialize even though he does disobey.

Lying. Young children are very imaginative. Not until they have reached the age of about five are they able to distinguish between fact and fancy. Until a child does know the difference between fact and fancy, he should not be accused of telling lies, for a lie is an untruth told with intent to deceive.

When little Mary tells you that she has been playing with a lion, she is just using her imagination. You should answer her in the same playful manner, letting her know that you understand she is just making believe. Do not tell her that she is lying. Although it is possible for a child to develop the habit of lying from an uncontrolled imagination, most children outgrow this form of entertainment easily.

Young William, who was suffering because his new baby brother was getting the affection and attention of his family, found satisfaction in boasting to a neighbor of having done many amazing things. He said he had taken his father's hatchet (which he was forbidden to handle) out in the vacant lot and killed a bear. The truth or lack of it in William's tale was not the important point. The fact that William needed to boast that he was brave enough to disobey and thereby do a great deed is the point to study. He felt inadequate and insecure because the new baby seemed to be more important to his family than he. In reality he was saying, "I am more important than the baby. Pay attention to me. I can do many things the baby cannot do. I am more worthy of attention than he is."

The best way to bring William back to reality is to make him feel secure in his family's affection, to show him that the new baby has not taken William's place, that nobody could. Praise things that William does and ignore his tales of adventure. When a child like William finds he does not need boasting and improbable adventures to secure the attention and the affection he craves, he will cease to create such tales. And it is wise to remember that the ideal time to

prepare William for the new baby is long before its arrival. He should have been made to feel that it was his baby too. Then, on the first day, for example, he could have been given something to do for the new baby, even if it was only to move the bassinet to a more convenient place in the nursery. It is in such ways as these that William will learn to accept a new member of the family happily and eagerly.

Young children may find that by cheating in a game they can gain an immediate advantage. Disgust or contempt for such an act will usually be sufficient to overcome this fault, for one of the most desired possessions of all children is the approval of their loved ones.

The best method of teaching morals is through example. The child who is brought up in a home where truth is lived and practiced is pretty sure to form the habit of telling the truth. If James, on the other hand, hears his mother tell her friends that she cannot go to a party because she has a headache and then sees his mother spend the afternoon playing bridge at home, is he being taught by example that lies are to be used to make life easier?

How is the father of this family building security for the older child?

Gerber's Baby Foods



To show that you understand

- 1 Of what is a child afraid at birth?
- 2 What are some of the harmful effects of fear?
- 3 How may fears of harmless matters be prevented in children?
- 4 How can fear of a harmless thing be overcome?
- 5 Under what circumstances is fear valuable?
- 6 Under what circumstances is anger valuable?
- 7 What may cause temper tantrums in children? How may they be prevented?
- 8 Explain what is meant by being obedient to the right authority.
- 9 What are some things that you might do to help a child obey you when you take care of him?
- 10 At what age is a child able to distinguish between fact and fancy?
- 11 How can you help a child to distinguish fact from fancy?
- 12 In general what is the best method of teaching morals?

Putting what you have learned into practice

- 1 Do you know a child who seems to be entirely free from fear? If so, try to explain the reasons for his freedom.
- 2 Are you afraid of something which you should not fear? Tell how you acquired the fear. How might you overcome it?
- 3 Anna, aged four, has been given a small dog. She is afraid of the dog and cries whenever he is brought into the room. Should her mother get rid of the dog? How could Anna be taught to like the dog?
- 4 Observe your "selected child." Does he seem afraid of people or things? Do you think the attitude of his mother or father has anything to do with his fear or lack of it?
- 5 A mother first requested, then insisted, that her daughter Jane wash up the floor when she threw her milk on the floor instead of drinking it. Why was this a good form of discipline?
- 6 Observe your "selected child." Does he do willingly and promptly the things his mother asks him to do? Can you give a reason for his actions?

YOUR OLDER BROTHERS AND SISTERS

As well as being an older sister to a baby brother, you may also be a younger sister to other brothers and sisters. Having studied about the care and responsibilities that the older sister may have for the younger members of her family, you can see why it is difficult for your older brother or sister to give you the feeling of independence you may wish. You may want your older brother to give you a certain amount of mental independence and to recognize that you are no longer a young child. You may very much want a lovely evening dress, high-heeled party slippers, and all the trimmings when you graduate from junior high school, and yet the older members of the family do not see you as "quite old enough yet"; or "It does not seem possible that she could need them at her age!" It takes patience and a considerable amount of sympathetic understanding sometimes to be a younger sister.

Nancy is the youngest of four girls. She was regarded as the "baby" by the other members of the family. At the age of twelve Nancy's father said she was too young to baby sit, although her older sister had taken care of the neighbor's children in the afternoons at her age. Her mother objected to her making cakes, and her sisters thought that their mother should not allow Nancy to choose her own clothes and go to mixed parties.

All members of the family felt free to give Nancy advice, and she was becoming so discouraged that she decided to do something about it. She talked to her mother, who was sympathetic and promised to help her; so Nancy determined to prove to the family that she was growing up and should be treated accordingly.

She became very careful to keep her room tidy, her clothes in order, and generally to assume as much responsibility as possible for her own actions. The incident that turned the trick occurred when Nancy prepared a good dinner and had it ready to serve when her mother and older sisters returned from a shopping trip. Nancy had been taking a course in foods at school and enjoyed cooking, but her

mother had considered her too young to take much responsibility in the kitchen.

What rights are due all children? The children of today are the future adult citizens of our country. The kind of citizens we shall become depends on the kind of opportunities and training that we have during the early years of our lives. It is our responsibility now to improve the opportunities that are offered us. It is an advantage to have brothers and sisters, for with them we can more completely, thoroughly, and happily start our training for future citizenship within our own family group of varied personalities.



Why does Nancy smile so happily after having prepared dinner for the whole family?

To show that you understand

- 1 What are some of the difficulties of the younger sister in a family?
- 2 Relate the incident of how Nancy convinced her family that she was old enough to make some of her own decisions and to do some of the things other girls of her age were doing.



Ewing Galloway

CHAPTER FOUR

Sharing the family income

UNIT I

WHAT IS FAMILY INCOME?

The family income is usually considered to be all the money which a family has for its use. Generally the father is responsible for earning most of the money, and he is paid by the hour, week, month, or year. Sometimes he is paid for a certain kind of skill which produces things of value, such as fine cabinets or beautiful jewelry. Sometimes he derives his income from profits of his business, as in farming, the operating of a store or a garage, or contractor's work. He may receive his income from services in a profession, as a doctor or a lawyer or a professor. How many ways are there for earning an income for a family in your community? Other



Putting on storm windows is one form of saving money



Doing the family wash is another form of saving money

members of the family—mother, brother, sister—often work outside the home to help increase the family income. Have you ever made a contribution to your family income?

There is another kind of family income, however,—the work which your mother does in keeping the home. Have you ever stopped to consider what it would cost if someone were paid to do the work your mother does about the house? It would be difficult to put a money value on your mother's time, since she does so many things that anyone else would be unable to do well. However, when estimates have been made of what it would cost to pay other people for the various tasks the mother does in caring for her home and family, it has been found that the mother's time is as valuable as the average father's time in terms of money. This contribution which the mother makes to the family income is called labor income; but, as you know,

it is far more than that. Other members of your family may also contribute to the labor income of the family. When you help with the care of the home, when your brother repairs broken pieces of furniture, when your father raises vegetables in a garden—all this adds to the family income, but it is not a cash or money income. In this chapter we are going to plan for the use of the cash income for expenses and savings of the family.

To show that you understand

- 1 What are the usual sources of the money income of the family?
- 2 Explain the meaning of the term *labor income*. How may the members of a family contribute to the labor income of the family?

UNIT 2

WHY SHOULD YOU FEEL SOME RESPONSIBILITY FOR THE SPENDING AND SAVING OF THE FAMILY INCOME?

The Baker family consists of Mr. and Mrs. Baker, George, aged seventeen, and fifteen-year-old Betty. Mr. Baker earns a salary which is about average for the community in which he lives.

The Bakers think that a boy should know something about the value of money but that a girl should be indulged. George works and is expected to get along on the money he earns except for the more expensive items of his clothing. Betty has been given a generous allowance for spending money but has not been expected to limit herself to it. She has found that whenever she wants extra money it is given to her even though the other members of the family have to do without. Mrs. Baker needs glasses but feels that she cannot afford them. Mr. Baker has given up his membership in a club which he enjoys. Betty seems perfectly unconscious of the sacrifices which the other members of the family are making. She spends money freely on movies and in treating her friends to sodas after school.



Enjoying simple rather than expensive pleasures helps to save income

She is considered the best-dressed girl in her crowd and the most generous with her friends.

The MacDougals have a different idea as to the best use of their income. This family is composed of Mr. and Mrs. MacDougal, Bob, sixteen years old, and Ellen, thirteen. Their income is three hundred and fifty dollars a month, and they feel that if the various members of the family are to have the things they need, as well as some of the things they want, the family must work together as a unit. As you study their plan for the use of their income, you will understand why Betty Baker's and Ellen MacDougal's ideas of the value of money are so different.

Early in their married life, Mr. and Mrs. MacDougal decided that they wanted to own their own house. In order to do this they had



Gerber's Baby Foods

Caring for a young child is one way of adding to the family income

to plan their spending and saving very carefully. They had set another goal for themselves—a college education for their children and provision for their own old age. Again this meant careful planning. Through the years they have become skilled in the art of saving and spending.

The MacDougals share in family saving. The family has always worked together in saving and spending the income. Last year they bought a television set, for which they had been saving two years. Each of the children has a college fund to which they have been adding gifts and a small amount from their allowances each week. Mr. MacDougal has said that he would put in two dollars for every dollar Bob saved for college.

Bob expects to have enough in his bank account when he is graduated from high school to finance two years of college.

The MacDougals have found it much easier to save when they have a real goal. By saving for something which can be enjoyed by each member of the family, Bob and Ellen have grown to feel that they are responsible for doing their part in saving and in wise spending.

The MacDougals are thoughtful of one another's needs. Mr. and Mrs. MacDougal consider it wise to give their children an opportunity to do something for someone else. They believe that no one member of the family should have a monopoly on sacrificing for the welfare of the family.

Not long ago Ellen had been invited to spend a week with an aunt in a distant city. She looked forward to the visit with enthusiasm and

spent some time getting her clothes ready for the trip. Two days before Ellen was to leave for her visit a college friend of Mrs. MacDougal's wrote that her husband was making a business trip to the town where the MacDougals lived and that she wanted Mrs. MacDougal to come back with him for a visit and to attend the reunion of their college class.

Ellen knew that her mother had not been able to attend the previous class reunion because she, Ellen, had been taken sick with measles the day her mother was to go. She also knew that there would not be another reunion for ten years, that her mother would enjoy seeing her old friends and classmates very much, but that there was not enough money for both of them to have a trip. As Ellen thought the situation over, she realized that she could take her trip the following summer and that the only thing for her to do was postpone her trip.

Mrs. MacDougal hesitated to accept Ellen's offer to stay at home until her husband reminded her of the family policy that no one member of the family should have a monopoly on sacrificing.

Boys and girls living in the country often raise prize animals as a source of income

National 4-H Clubs



To show that you understand

- 1 What made Betty spend as she did?
- 2 How did the MacDougal family differ from the Bakers in the way in which they handled their money?
- 3 Show how the MacDougals shared in the family saving.
- 4 Relate the incident of Mrs. MacDougal's trip to her reunion. How did this trip illustrate the policy that no one member of the family should have a monopoly on sacrifices?

To show that you can use what you have learned

- 1 Be prepared to discuss the following questions in class:
 - a What is happening to Betty's character? What undesirable traits is she developing?
 - b Money should be used to develop people physically, mentally, and spiritually. In what ways is Betty missing these goals? Suggest how she could spend her allowance so that she would develop in the three ways named above.
 - c In what way could Betty's friends help her to assume some responsibility for the wise spending of money?
 - d Money should be used to bring lasting pleasure and satisfaction to the spender. Do you think that Betty will gain such pleasure and satisfaction from her plan, or lack of plan, in spending?
 - e Cite some examples from your reading or from among your acquaintances, using fictitious names, in which some member of the family has either taken or failed to take responsibility for the saving and spending of the family income.
 - f Make a series of statements showing the value of taking a share of the responsibility for family expenses and savings.
- 2 Can you imagine how Ellen felt after her mother had gone? Do you think she was sorry that she had decided to stay at home so that her mother could make the trip?
- 3 Why is the MacDougal policy of "no monopoly on sacrifices" a good one to practice in family life? Who is the person who usually

has a monopoly of sacrificing? Is the parent who makes all the sacrifices in a family fair to the children?

- 4 To which family, the Baker or the MacDougal, should you prefer to belong? Why? Write at least three good reasons for your choice.

UNIT 3

WHAT IS YOUR PART IN MAKING THE FAMILY BUDGET?

What is a budget? The MacDougals have found that they must make definite plans for saving and spending. For a number of years they have been budgeting their income. A budget is a plan for saving and spending one's income. The items for which the money is to be spent are listed and the amount of money necessary to provide for them is estimated and recorded.

The items for a budget. A budget for a family includes the following items: shelter, food, operating cost, advancement, clothing, and savings.

By *shelter* is meant the money paid for rent or, in the case of home-ownership, the money used to pay the taxes, fire insurance, water bill, repairs, and the upkeep of the house and lot.

Under *food* is listed the cost of all food materials and all meals eaten outside the home.

Operating cost includes the money spent for fuel for cooking and heating, electricity for lighting and other household purposes, the telephone, soaps and other cleaning supplies, and any paid services such as wages for cleaning or laundry work.

Advancement includes the money spent for health, education, recreation, vacation, church, charity, and gifts of all kinds. Sometimes the word "personal" is used for this item. If the family has an automobile and uses it for pleasure, the cost of its operation should be listed here.

Clothing includes the cost of all ready-made clothes and all materials and services for clothing made at home or to order.

Savings means the money put into the bank, paid for life insurance, or invested in real estate, in stocks and bonds, or in any other securities.

How the MacDougals made their budget. When the MacDougals decided to make a budget, they found out all they could about budget-making, and they looked up a standard budget to use as a guide. A standard budget is one which an expert has worked out to be used as a guide. The following are standard budgets.

(f) **Suggested budgets for a family of four**

<i>Monthly Income:</i>	\$225	\$250	\$300	\$350	\$400	\$500
Withholding Tax	.80	6.00	15.60	25.20	37.60	57.60
Savings	17.20	21.00	37.40	56.80	62.40	92.40
Food	90.00	95.00	100.00	105.00	110.00	125.00
Shelter	40.00	45.00	50.00	60.00	70.00	85.00
Operating	20.00	20.00	22.00	25.00	30.00	35.00
Clothing	22.00	28.00	30.00	33.00	35.00	40.00
Advancement	35.00	35.00	45.00	45.00	55.00	65.00

In order to find out something about the cost of the things which they considered necessary for successful home life, the MacDougals kept an accurate account of all their expenditures for several months, being careful to classify them according to the headings of the model budget. Then they compared the amounts of their expenditures with those given in the standard budget and made the adjustments that seemed wise in view of their needs and wants. After working on the matter for about a year, they finally planned the following monthly budget:

<i>Items</i>	<i>Amount</i>
Withholding Tax	\$25.20
Savings	56.80
Food	100.00
Shelter	62.00
Operating	25.00
Clothing	35.00
Advancement	46.00
	<u>\$350.00</u>



Consumer Education Department, Household Finance Corporation

Planning family expenditures

Why we cannot all use the same budget. Every family that makes a budget to fit the needs and desires of its members finds that its problem is an individual one. This is true because families differ in size, in income, in standards of living, in personal tastes and habits, and in homemaking abilities.

How do these things influence the budget of families? In some instances the relation seems obvious, while in others it is not so easy to see. You can readily understand that the more money one has the more one can spend, and that the larger the family the more money it will take for food, clothing, rent, and operating cost. When large families have to live on small incomes, they must cut down on their savings and advancement and make all possible adjustments. By the amount or kind of work done in the home there can be much variation in percentage.

By "standard of living" is meant those comforts, conveniences, and other satisfactions that money buys and which a family considers necessary for its own well-being, and for which its members will make sacrifices. We Americans are said to have a higher standard of living than most Europeans. We have become accustomed to well-lighted, well-heated houses with running water, and we demand that our wage scales be adjusted to provide these things for all workers. There are, of course, different standards in America. These standards, to a large degree, become fixed by the income which the various groups have been able to earn. Thus the group with high incomes has one standard, the average-income group another standard, and the low-income group still another.

The standard of living of an individual or a family depends very much upon the standard to which it has been accustomed.

Just how does one's standard of living influence one's budget? We might answer this question by imagining two families with the same income but with different standards of living. Suppose that one family has been accustomed to living in a modern home, owning a car, a radio, an electric refrigerator, and an electric washing machine. Now suppose that the other family has never known these conveniences and so does not consider them necessary. Can you see that the second family might be able to save a great deal more money than the first family? Sometimes, of course, it is necessary for us to adjust our standard of living in order to stay within the limits of our income.

The relation between the personal tastes of a family and the amount of money set aside for each item in the budget is not difficult to see. One family may get its satisfaction from eating extremely well, while another would rather eat less expensive foods and read more books or see more moving pictures. Another may get its satisfaction from the sense of security which a savings account gives.

The relation between the homemaking abilities of the parents and the expenditures for the different items of the budget seems obvious. A man who can repair a faucet or a piece of broken furniture will be able to reduce the amount of money spent for upkeep. Also, the woman who can make clothes for herself and her family and do the

family laundry will lower the cost of clothing and of the operating expenses for the family.

How Ellen spends her allowance. Ellen is allowed one dollar and fifty cents a week to use for cosmetics, church, recreation, gifts, and health items. Her parents suggested that she save something to add to the summer vacation fund; otherwise she was to make her own decisions as to how she would spend it.

Ellen first listed all possible items for which she might need money. For each of the items listed she made an estimate of what she thought the costs would be. She had to consult her mother many times, because she did not know what a number of items that she needed would cost.

She decided that ten cents would be about right for her to contribute to the Sunday-school collection each Sunday and that she would need to allow something for charity. Ellen found the "personal" the hardest item to estimate because this item included so many things. She decided to estimate all the others and allot the balance to "personal." For gifts she reasoned that she wanted to give each member of her family at least a Christmas and a birthday gift. That would be six gifts. There also were some occasional gifts, such as a birthday gift for a friend, a Mother's Day gift, and something for her father on Father's Day. She decided to plan for twelve gifts. If she planned to spend six dollars on this item for the year, it would seem to be all she should include in her budget. She knew she would need to save something each week for these gifts, so that she might be sure to have the money when it was needed.

Another item she puzzled over a great deal was cosmetics. She



Parade

Mending furniture may become a hobby as well as a means of saving an income



Consumer Education Department, Household Finance Corporation

Careful shopping is one of the best ways to save income

had never kept accounts for herself before, and so had nothing to guide her. In fact, she had scarcely thought about using them before. How much do you think she should plan for these items, including bobby pins, straight pins, powder, and all the other little items she would need? She finally decided to put all these under the heading "personal."

She knew her parents did not expect her to pay doctor's and dentist's bills; so what should she include under "health"? It must be such things as toothbrush, tooth paste, and any other items she would need for the care of her health. This is what Ellen finally worked out:

(Ellen's budget

Savings for Summer Camp (35¢ a week)	\$18.20 a year
Church and Charity (15¢ a week)	7.80 " "
Personal and Recreation (including subscription to American Girl magazine and the school paper, cosmetics, stationery, stamps, etc.) (about 80¢ a week)	42.00 " "
Health (items for personal care, such as tooth paste and toothbrush)	3.00 " "
Gifts	6.00 " "
	<hr/>
	\$77.00

After Ellen had worked out her budget, she ruled off a page in a notebook to be used for keeping an account of her expenditures (see page 115). She wanted to see just how well she could keep within her allowance, and how closely she could follow her budget, item by

Receipts		Disbursements									
Money Recd.	Savings on hand	Total Money on hand	Date	Items	Health	Church	Gifts	School Supplies	Personal	Recreation	Total Daily Expense
1.50	2.00	3.50	14	Sunday school		.10					.10
			15	Snk.				.10			.10
			16	Leads				.10			.10
			20	Business hour						.45	.45
		2.75	Total			.10		.20		.45	.75
Week of January 21-27											
1.50	2.75	4.25	21	Sunday school		.10					.10
			22	Lipstick					1.00		1.00
				Pl. School paper						.25	.25
		2.90	Total			.10			1.00	.25	1.35
Week of January 28 - February 3											
1.50	2.90	4.40									



item, as planned. She found that occasionally she needed to spend a little more in one month than was planned for that month, but she always tried to spend less the following months until that over-expenditure was taken care of, so that she could keep close to the balance set for herself as her total budget.



Girls who have been keeping expense accounts for a long time often prefer a card rather than a notebook for their notations. A card seems easier to keep in the purse, and it can be changed each week.

When you plan to save, you should also plan to keep the money safe. If you put your savings in a box in the top dresser drawer, it is unfortunately all too easy to borrow a dime from funds that are so handy, but it is not so easy to pay back the borrowed money.



You might decide to put your money into a savings account at a bank. Usually you can start such an account with a dollar or more. In opening a savings account you will be given certain forms to fill out. When you have done this, you will receive a savings account book in which your deposits will be recorded. If you leave your money in the bank for six months or a year, the bank will pay you interest for the use of your money. This interest will be recorded in your savings account book at regular intervals if you take or send the book to the bank.

If you feel that you do not want to start an account in a savings bank, you might start a Postal Savings account at the Post Office.

In what ways do you take care of your savings?



You may deposit as little as ten cents and each deposit will be recorded on a card. Or you may buy savings stamps in denominations as low as ten cents each; then, when you have a sufficient number, you may convert them into a savings bond.

Some parents who like to encourage the habit of saving offer to match the amount a child saves each month. When there are several children in a family with a small income, parents cannot afford to equal each amount saved; often they give each child a third or some other proportion of the amount of his monthly or weekly savings.

To show that you understand

- 1 Define *budget*.
- 2 What determines the amount of money that can be set aside for the various items of a budget? Explain how each of these matters influences the decision made by the budget-maker.
- 3 What is meant by a standard of living? How does it influence the budget of a family?
- 4 Study the page given from Ellen's notebook and answer the following questions about it:
 - a How was the \$2.75 in the third column above the first double line arrived at?
 - b How was the \$2.90 in the second column under the last double line arrived at?
- 5 Why was Ellen interested in saving some of her allowance?
- 6 Why should you form the habit of saving?

To show that you can use what you have learned

- 1 The Clarks and the Goodmans are neighbors with families of the same size and the same income. Both families have one dependent grandparent living with them. Mr. Clark's mother is an invalid, requiring home care and medical attention. Because of this, Mrs. Clark has a woman come two days a week to do the cleaning and the laundry. She buys ready-made clothes for all the members of the family. On the other hand, Mr. Goodman's mother is very

active. She does practically all the sewing for the family, as well as helping with the housework. How would the amount set aside for each item of the budget, with the exception of shelter, differ in the Clark and Goodman families?

- 2 Mrs. Burckhartt and Mrs. White are sisters. Their families have the same standards of living and about the same homemaking abilities. Mr. Burckhartt and Mr. White have positions which pay the same salary. Mr. Burckhartt, however, has an additional income from a legacy; this, added to his salary, makes his income one and one-half times that of the White family. In what way should you expect the budgets of the two families to be different?
- 3 Through a class discussion, decide on an average salary for a family with two children in your community, and on the amount of income the average family will need to pay for rent.
 - a Compare the amount paid with that given in the standard budget.
 - b In a conference with your mother or with your home-economics teacher, decide upon the amount necessary for food for the family.
 - c Compare this with the amount given for food in the standard budget on page 110.

Putting what you have learned into practice

- 1 With the help of your teacher, work out a budget for an average family in your community. You may use your standard budget and any information that your mother is able to give you.
- 2 Make an estimate of your school expenses. How do your education costs compare with Ellen's?
- 3 If you have an allowance, work out a budget which you think you would be able to follow.
- 4 With your teacher's assistance, plan a trip to a savings bank or ask a representative to come to your class and tell you about the bank's plan to help young people start a good savings program.
- 5 Appoint a committee from your class members to go to the Post Office to get information about the Postal Savings plan and report their findings to the class.



Ewing Galloway

CHAPTER FIVE

Keeping healthy and attractive

UNIT I

HOW CAN YOU KEEP IN GOOD HEALTH?

How do we know we are well? When Dorothy received a letter from her Aunt Julia inviting her to spend the summer at their beach house, she was greatly excited. She visualized the round of sports, picnics, and parties that she would enjoy. Aunt Julia's comfortable home was the social center for her daughter Lita's particular group of young people.

Lita was about Dorothy's age. She was very attractive and well



What other forms of outdoor exercise do your friends enjoy?

liked by a host of friends. Although Dorothy considered Lita really beautiful, when you analyzed Lita's features you found that she was not beautiful, but her skin was so clear and colorful, her eyes so bright and sparkling, her hair so glossy, and her expression so vivacious and pleasant that you never thought about the shape of her face or the size of her nose. Her body was well developed and her posture gave the impression of strength as well as of grace. Her popularity was due to the fact that she entered into any activity or game with enthusiasm and vigor, and her happy disposition made it possible for her to win or lose with equal grace.

As Dorothy thought about the various activities they would engage in at Lita's—swimming, sailing, tennis, badminton, beach parties, picnics, teas, afternoon parties, and dances at the country club—she began to take stock of herself and to wonder how she would fit into

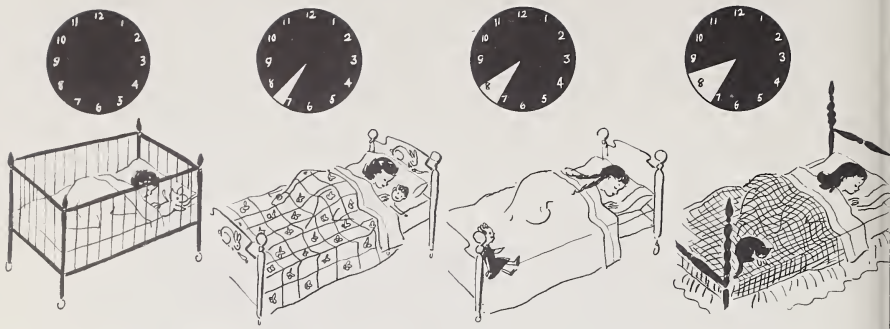
this kind of life. She thought with envy of Lita's good looks, happy friendly manner, and ability to fit into any situation. As Dorothy studied herself in the mirror and saw her sallow skin, drab hair, and unhappy expression, she felt worried and uncertain. She wondered why she wasn't beautiful, like Lita.

What daily habits build good health and beauty? If Dorothy had looked into Lita's daily habits, perhaps she might have discovered that beauty is not a matter of gifts bestowed at birth on a few fortunate persons, but is rather something that must be worked for each day and is determined to some extent by daily habits.

Lita's daily routine usually followed this pattern: She got up in time to dress herself carefully, put her room in order, eat an adequate breakfast, and have a bowel movement before going to school. She always walked to school with some of her friends, and arrived in time to put her wraps away neatly and to get her books and work organized for the day. She helped in her home room, participated in her class work, took part in the extracurricular activities of the school, and was able to focus her attention on whatever was at hand. Whenever the weather was fine, she spent part of her noon hour out of doors playing games with her friends.

Because she ate an adequate lunch and had some outdoor exercise at noon, she went to her afternoon classes feeling refreshed and ready for work. She spent the time after school doing errands for her mother, playing tennis, riding her bicycle, skating, or engaging in some other kind of outdoor exercise. Lita generally stopped her leisure-time activity in time to get herself ready for dinner and to help her mother in any way that she could. After dinner she prepared her homework and watched television for a short time. On nights preceding school days, Lita's mother insisted that Lita have her bath and be in bed by nine o'clock so that she would have ten hours of sleep.

Compare such a schedule with Dorothy's habits. Dorothy is always so tired in the morning that she does not get up until her mother has called her several times. She dresses so slowly that she has little time for breakfast, and she runs to school to avoid being late. Dorothy complains that her classes are very boring and that it is impossible to



Do the children in your family get the amount of sleep recommended here?

keep her attention on her work. At noon she has a headache and is not very hungry; so she eats a candy bar in place of lunch. The afternoon drags along even more slowly than the morning. Dorothy never volunteers to take part in a class discussion, and when called upon she often does not even know what point is under discussion. After school she stops for an ice-cream soda at the store on the way home and then spends the time until dinner listening to the radio. After dinner she glances at her homework and watches television until about half past ten. Before going to bed, she complains of feeling hungry and eats a sandwich, a doughnut, or a piece of pie. Dorothy sleeps poorly and never wants to go to bed.

As you compare the habits of these two girls, you can easily see why Lita is attractive, happy, and successful. Her parents realize that Lita's present and future happiness depends on her health and that these years of growth are important in laying a foundation for a strong body. Dorothy probably doesn't even realize that she is in poor health. She, like many other people, thinks that as long as she does not have to see a doctor, she is in good health.

Good health, however, is positive. It means a condition under which all parts of the body work together properly. It means energy and enthusiasm to carry out activities successfully. It also means a happy sense of well-being and satisfaction in both work and play.

In other words, Lita's good health and good looks are maintained by practicing good health habits each day. Good health habits include



How many hours of sleep do you get regularly?

adequate rest, plenty of fresh air, exercise, sunshine, proper clothing, cleanliness—both inside and outside the body—and foods that include the necessary elements for growth and repair.

How do rest and sleep benefit us? Rest and sleep are necessary to refresh our bodies and to restore our energy. During sleep we are able to free our bodies of poisons. These poisons make us feel tired. During the day they collect faster than we can get rid of them.

We all know that our bodies burn more fuel when we are active than when we are asleep or resting. If we stay up later than we should, we are increasing the length of our day. This means longer hours of activity and of course the burning of more fuel. As a result, most of the food we eat is being burned to supply energy for activity, and too little is left to supply the needs for growth.

Too little sleep makes one irritable and tired, and when one is tired it is difficult to focus attention upon any one thing. Since people who are tired think slowly and poorly, lack of sleep interferes with successful school work. Moreover people who are easily irritated are never very thoroughly liked. Lack of sleep may therefore have an effect on your ability to make and retain friends.

The body has less resistance to disease if it does not get sufficient rest and sleep. The common cold, for example, frequently attacks the girl whose body needs rest. The following table shows that young, growing people require longer hours of sleep than do adults, because growth requires energy.

(f) Hours needed for sleep¹

<i>Age</i>	<i>Not less than</i>	<i>Age</i>	<i>Not less than</i>
4 and 5	12	12 and 13	10
6 and 7	11½	Remainder of growing period	9
8 and 9	11	Adult	8
10 and 11	10½		

The best conditions for restful sleep are a quiet, dark, well-ventilated room, a smooth, flat mattress, a loose sleeping garment, and lightweight covers.

Why is fresh air necessary? Fresh air is one of the essentials of life. It is valuable because of the oxygen it contains. The oxygen in the air we breathe is combined with the food we eat, and the two supply the tissues of the body with warmth and energy. Fresh air aids the appetite and digestion, stimulates the circulation of the blood, and helps to keep the lungs in a healthy condition. In order to get a generous supply of fresh air, you should spend as much time as possible out of doors and should sleep in a well-ventilated room.

Unless you live and work in a thoroughly air-conditioned building, after you have been studying in a room, or spending time there with a group of friends, it will be much more comfortable for everyone if some means of ventilating is arranged. Be sure to avoid uncomfortable drafts. Perhaps the best you can do is to open the windows and doors for a short time. This will freshen the air in the room pleasantly and quickly, and everyone present will feel invigorated.

Why should we exercise? Exercise promotes growth and develops strength and beauty. It makes the muscles strong and elastic and improves the circulation of the blood. Since the blood carries oxygen and food materials to the tissues, removes waste materials from the tissues, and distributes warmth over the entire body, any practice which helps circulation must improve health. Exercise also stimulates the appetite and digestion and encourages sound sleep.

The most beneficial exercise is that taken in the form of play.

¹Lydia J. Roberts, *Nutrition Work with Children* (1935). Reprinted by permission of the University of Chicago Press.

Young people generally enter into games with enthusiasm, and thus exercise more vigorously than when they are merely going through formal exercises. Games also afford mental recreation. Interest in a game diverts attention from troubles and worries. Those games are most valuable that exercise all parts of the body rather than one set of muscles.

It is wise, therefore, to plan several different types of games whenever you can for your exercise period. The kind of game would also depend upon the kind of work you had just been doing.

Why is sunshine necessary for health? Sunshine is as necessary to human beings as it is to plants and almost all growing things. You are all familiar with the sickly appearance of grass that has been covered with a board so that the sun's rays could not reach it. Without sunshine the green of the grass could not develop. Sunshine helps to build red corpuscles, strong muscles, firm teeth and bones, and helps to prevent colds and other diseases. The effect of sunshine on growth and development is discussed on pages 166-167.

Since the most beneficial rays of the sun do not pass through window glass, you can see why it is necessary for you to spend some time out of doors each day. Because clothing also cuts off sunshine from the body, ankle socks, sleeveless garments, play suits, and sun suits are sensible clothes for summer sports wear and outdoor work. During the gray winter months in cold climates people should take cod-liver oil, use sun lamps, or in some other way supply substitutes for the sun's rays whenever possible.



What advantages does recreation like this have over performing setting up exercises?

To show that you understand

- 1 What daily habits did Lita have that kept her in good health?
- 2 What poor health habits did Dorothy practice?
- 3 How much sleep should a twelve-year-old girl have daily?
- 4 What effect will insufficient sleep have upon you?
- 5 Why must you have fresh air?
- 6 How can exercise improve your appearance?
- 7 What does sunshine do for your body?

To show that you can use what you have learned

- 1 Are there any girls in your school that resemble Lita? What do you know of their health habits?
- 2 What health habits do great athletes practice?
- 3 How can you improve your health habits?

Putting what you have learned into practice

- 1 Draw a floor plan of your bedroom indicating the windows and doors in the room. Show where you would place the bed for good ventilation and yet avoid sleeping in a draft.
- 2 List the games you most enjoy playing. Of these, which would be the best ones to have in a play program for one hour. Give reasons for your choices.

UNIT 2

HOW TO KEEP CLEAN

Relation of cleanliness to beauty. Do you think that dirty, stringy hair is attractive or that a dirty face is pretty? Can you see that to be attractive you must first be clean? To be really clean you must not only have that well-scrubbed look on the outside but also must be

What makes keeping clean fun?



clean on the inside. Our bodies have certain organs to help us keep clean. These organs are the skin, lungs, kidneys, and bowels. We must help these organs to keep our bodies clean, for they cannot do their work unless we co-operate with them.

How does bathing aid beauty? The skin is constantly giving off waste material through the pores. Even though you are not conscious of it, your skin gives off at least one pint of waste products each day. When you are exercising vigorously, you breathe rapidly, showing that your body is using large amounts of oxygen. Under these conditions you are also giving off more waste material. One sign of this is that you perspire freely. Thus, exercise is a means of helping your skin to get rid of waste. If your skin is to do its work well, it must be kept clean by means of a daily bath. Warm water, soap, and brisk rubbing are good cleansing agents. If you take a warm bath during the day, it is a good idea to follow it with a cold shower or sponge bath. This stimulates the circulation so that you are less likely to feel cold or other changes in temperature, and thus are less likely to catch cold or feel uncomfortable.

What constitutes proper care of the face. Cleanliness is a great aid to a good complexion. The face should be carefully washed with warm water. Use a mild soap, a washcloth, and a soft absorbent towel. Before applying the soapsuds, wet the face with warm water and then make the washcloth very sudsy and rub it all over the face, using a light circular motion. Be sure all the little creases around the nose and corners of the mouth have been washed. Rinse the soapsuds from the face, and with fresh cool water rinse it again. When drying the face, pat it dry, as rubbing the moist soft skin may roughen it. After it is dry, give the cheeks a few quick, brisk pats. This will make them look fresh and rosy. If the skin seems to be very dry, it may either be cleansed with a cold cream before washing or some cream may be applied afterwards to replace the natural oil removed by the soap.

Girls whose skins and lips lack color usually wish to use rouge and lipstick to correct this condition. Today the tendency is to use artificial means to heighten the color of cheeks, lips, and nails. Before you purchase cosmetics, you need first to analyze your own

natural coloring. Purchase only articles that have the same general colors as your skin and your lips.

For your first experience with cosmetics, you will probably want face powder and a lipstick, and you should buy in small quantities. Very few young girls realize that when they start to use cosmetics they are beginning a program that requires more meticulous cleanliness than they have ever exercised before. In the first place, if a powder puff is used, it must be washed so frequently that you never notice that it has become soiled. Of course, a wad of cotton that can be thrown away is just as effective and much less trouble.

Use the very lightest dusting of powder, and then use the lipstick. After applying the lipstick to the upper lip, press your lips together so that the lower lip is colored also. To remove excess lipstick, place a piece of tissue between the lips and press the lips together. Lipstick should be used to emphasize the natural line of the lips, and to increase their color. It should be blended into the mouth line perfectly. All traces of the cosmetics must be removed every night before retiring. This is an inflexible rule if you wish to preserve a clear, healthy complexion.

When shall you begin to use cosmetics? That is a question which you and your mother will have to decide. Probably the people with whom you associate and the customs which are followed in your community will affect your decision. It is well to keep in mind that a natural, wholesome, healthy-looking person is more attractive than one who resembles a painted doll. The best aids to beauty are the aids to health; that is, plenty of sleep, fresh air, exercise, sunshine, cleanliness, and wholesome food.

It is well to realize that while cosmetics are an aid to good looks, they cannot be relied upon to cure skin blemishes resulting from internal disorders. When the body is behaving normally, the skin secretes oil and moisture which keeps it pliable and soft. Often during the time when boys and girls are growing into manhood and womanhood, the normal functioning of the glands of the skin is disturbed, resulting in the formation of pimples and blackheads. Contrary to the common belief, blackheads are not caused only by dirt but may be caused by a chemical change which takes place when sebum,

the substance of which the blackhead is composed, comes in contact with the air.

A severe case of pimples and blackheads is called acne. Mild cases may be overcome by careful attention to the laws of health and by the proper care of the skin. Some authorities say it is exaggerated by worry and may be cured by a regular health routine, which helps eliminate mental stress. In the severe forms, however, a physician should be consulted. An excessively dry or oily skin also indicates some internal disorder and should be treated by a physician.

What other daily habits should be practiced? The kidneys remove excess water and waste materials from the blood, through the urine. Drinking plenty of water, from six to eight glasses a day, helps the kidneys to do their work efficiently.

The intestines, as a part of the digestive tract, get rid of undigested food. If this waste is not eliminated regularly, it collects in the intestinal tract. This condition is called *constipation*. Feelings of laziness, irritability, and sleepiness may be the result of constipation. Headaches too may be a result of constipation. Susceptibility to colds and to other ailments may be increased by constipation. Daily exercise, plenty of water, fruits, vegetables, and whole cereal foods will help to avoid constipation. There should be regular bodily elimination at least once each day. Having a regular time to attend to this and being careful not to neglect thorough elimination each day will establish the habit and help to avoid constipation and all its discomforts and unpleasant consequences.

How is your breath kept sweet? A basis for a sweet breath is good health; certainly there is nothing more offensive than bad breath. The advertisements you so often read about bad breath are right in so far as they go. But they do not always explain that this condition may be caused by decayed teeth or by indigestion and constipation. A perfectly functioning digestive system, with the right foods being eaten and the daily habits established about which you have just been studying, is essential for a pleasant breath. Another essential is a healthy mouth and well-kept teeth.

What does your family think about cosmetics for young people?



What care should be given your teeth? Beautiful, clean teeth are another favorable factor in personal appearance. Good teeth not only improve the appearance but also promote health by being the means of grinding food properly. They have been called the "first line of good health defense." Whenever possible, you should brush your teeth after eating. Brushing not only keeps the teeth clean by removing food particles but also helps to keep the gums healthy by massaging them. The toothbrush should not be so large that it prevents thorough cleaning of the teeth in the back of the mouth. Since a dry brush is more effective than a wet, soggy one, it is best to start with a dry brush each time. This may necessitate having more than one toothbrush, but is well worth the extra cost. In cleaning the teeth, place the bristles on the teeth at the gum line and work the bristles between the teeth, and over all the surfaces of the teeth with a gentle vibratory motion. Rinsing the mouth with water after brushing will remove any particles that have been dislodged by brushing. Dental floss can be used to remove food particles from the teeth if brushing fails to do so. Semiannual examinations by a dentist should be a part of your health program.

What care should be given your hair? Nature has provided an artistic harmony of coloring in hair, skin, teeth, and eyes. Hair has always been considered one of woman's most attractive points; therefore a tousled, unkempt head of hair utterly destroys the effect of an otherwise well-groomed appearance. Hair that is well cared for is bright, glossy, and fluffy, with even, unbroken ends. Hair should be kept in good condition by daily brushing and frequent washing. The hair should be shampooed regularly at least every two weeks and more often if it gets dirty.

To shampoo the hair, use a mild soap, warm water, and a soft bath towel. Make a soft-soap mixture by dissolving finely cut soap in warm water or use a liquid shampoo. First comb the hair to remove any snarls; then loosen any dandruff by going over the head with a fine-toothed comb; finally, brush the hair thoroughly. When this has been done, wet the hair with warm water; apply the soap mixture, rubbing it thoroughly into the hair and over the scalp; then rinse out the soap, using a bath spray if possible. Repeat this once or even twice until the hair is entirely clean and free from excess oil. Use at least

three rinsings of clear, warm water, to remove every particle of soap from the hair. To test whether all the soap is out, pull some of the wet strands of hair through the fingers. If you hear a squeaky sound, the soap is removed; of course you must make the test over several parts of the hair. Removing all the soap is very important, for soap left in the hair helps to cause an unhealthy scalp condition and makes the hair look dull and drab.

Dry the hair by first rubbing it with a towel, and then by shaking it occasionally, so that it will dry quickly. Just before it is quite dry, start to comb out the snarls. When all the tangles are removed and the hair is smooth, brush it vigorously until it looks bright and glossy.

The logical and convenient time to wash your brush and comb is when you wash your hair. Unless they are kept clean, they will be of little help in keeping your hair in good condition. Wash them in warm, soapy water and rinse thoroughly. A few drops of ammonia in the water will help to cleanse them. Your brush and comb should be considered as personal as your toothbrush and should never be used by another person.

The hair should be brushed at least once a day. This helps to keep up the circulation of the scalp and it also removes the dust accumulated during the twenty-four hours. Jane says she does not like to brush her hair each day, because she has her hair artificially waved. Brushing will materially help to make the wave look more natural if, as soon as she is through brushing it, she will push the waves back



Church and Dwight Co., Inc.

What are the advantages of shampooing your own hair?



Seventeen

Why should hair be brushed?

into the style she desires. Plan your daily routine so that your hair is neatly dressed before you meet the family in the morning.

Hair that is given a permanent wave frequently may become dry and brittle. Since dry, broken hair is neither healthy nor attractive, too frequent permanent waves should be avoided; and in cases where the hair has become dry and brittle, some special treatment, such as the application of hot oil, is advisable to correct this condition.

What care should be given your hands and nails? Next to our heads, our hands are probably most conspicuous. They are constantly in evidence in everything we do. Cleanliness is of prime consideration, for the hands are

exposed to more rough usage than any other part of the body. To keep the hands clean, they should be frequently washed and sometimes scrubbed with a mild soap, in soft water if possible. The hands must be carefully dried to prevent their becoming rough and chapped. Exposure also will roughen hands, so a good lotion is nearly always necessary to keep them smooth and sufficiently oiled, or lubricated. If you need to use a large amount of the lotion, night is the best time to apply it, after which you can cover your hands with cotton gloves or mittens.

The right care of the nails is a very important factor in the appearance of the hands. Well-kept nails indicate a well-groomed person. Nails can be kept in very good condition by using a soft brush, an orange-wood stick, a pair of small scissors (preferably manicure scissors, so that their curved blades can cut close to the fingers), a small

nail file, and an emery board. To clean under the nails, use the small brush when washing the hands and then the end of the orange-wood stick covered with a bit of absorbent cotton if such further cleaning is necessary. If there is a stain under the nail, do not try to scrape it out but bleach it out by using peroxide or lemon juice. Scraping will leave the nail rough and sensitive,—a rough surface to catch fresh dirt, and a painful place which may cause real discomfort. Using a file, shape the nail so that it conforms to the contour of the finger tips. After filing the nails, you may want to use an emery board to remove any rough edges which may remain.

One very common problem in keeping the hands healthy is to correct brittle and broken cuticle; the cuticle is the tender skin at the base of the nails. If you have this trouble, cultivate the habit of pushing back the cuticle with the towel every time you wash and dry your



Fig. 1. Filing



Fig. 2. Scrubbing



Fig. 3. Removing cuticle

CARE OF THE NAILS

Fig. 5. Applying polish

Revlon



Fig. 4. Applying cream



hands, and at least two or three times a week rub a soft oil or a good cold cream into the base of the nails. Another good treatment to be used once a week is to soak the tips of the fingers in warm olive oil for about five minutes. If you have hangnails, they should be specially treated until they are well, and then given such good care as you dry and oil the cuticle that they will not bother you again.

Do you like highly polished and brightly colored nails? Sue does, but Jane does not. Sometimes the kind of work we do will make us decide on the color of polish to use; perhaps the people we are with will influence our preference or choice. Colored liquid polish chips easily and for this reason should be used only by people who have time to replace it every few days or by people who do no manual labor. The color of the polish should blend with the color of the clothes if it is to be part of a harmonious whole.

What care should be given your feet? The feet should be kept clean and comfortable. After bathing, the feet should be massaged gently; this helps to pull the muscles into normal, restful shape. The

feet endure great strain, and every effort should be made to keep them healthy. Toenails should be filed and all excess cuticle loosened, just as you do for your fingernails. If you have been standing and walking all day and your feet are hot and tired, massaging them with cold cream or olive oil will prove beneficial. Such application will quickly soothe and comfort tired feet. Frequent changes of shoes rest weary feet.

Do you know how you walk? Check your normal way of walking. Do you clump along at each step? Do you toe in or out? Bad, awkward walking habits play havoc with your personal appear-

What care do your feet need?

Church and Dwight Co., Inc.



ance and with the health of your feet and body. Try walking in front of the class or a few of your friends and get their opinion of how you walk; you might try walking in front of a long mirror at home, too, to discover for yourself what your natural manner of walking and your posture while walking really are. You should walk with your big toes pointing straight ahead, and you should keep your weight well balanced on the ball, outside of foot, and heel. Your walk should have a spring to it, but this springiness depends on strong arches, and shoes and stockings well fitted to your feet. See Chapter Thirteen.

To show that you understand

- 1 If you take a warm bath just before going out, why should you follow it with a cold sponge or shower bath?
- 2 Describe how to wash your face.
- 3 What cosmetics do you consider essential?
- 4 What is acne? What causes it?
- 5 How much water should you drink daily?
- 6 How can one avoid being constipated?
- 7 What causes bad breath?
- 8 Why should you brush your teeth after rather than before eating?
- 9 Why should you rinse your mouth after brushing your teeth?
- 10 Describe the procedure for washing your hair.
- 11 What is the purpose of brushing your hair?
- 12 Tell how to care for your feet.

To show that you can use what you have learned

- 1 Make a weekly schedule for your personal care.
- 2 Try this schedule for two weeks and then revise it if necessary. What health and grooming habits are you likely to neglect?

Putting what you have learned into practice

- 1 Select girls in your class with differently shaped faces. Try arranging their hair in different ways.
- 2 Ask a trained person to demonstrate the use of make-up.

OTHER AIDS TO GOOD LOOKS

Is your posture an asset? Posture plays a very important part in being well-groomed, well-dressed, and in good health. With good posture a girl looks distinguished and her clothing seems to have a distinctive and attractive style. The loveliest dress loses its effectiveness when worn by a girl with poor posture. Dorothy, the girl we read about earlier in this chapter, does not have good posture. Do you see how she could have? Her clothing, her complexion, her hair, all detract from her appearance.

On the other hand, Lita could never have the good time she is having if a good physical build and good posture did not help her. Posture should not be thought about for beauty alone; it has its greatest importance in health reasons. A slumping figure not only affects the attractiveness of a person; it may seriously handicap the person's health.

A good rule for posture is, "Head high, with crown of head level, chin in comfortably, chest up, and back straight." The body held in this position should feel no strain and should appear to be comfortable as well as really be comfortable.

Good posture is not just for standing; it is just as important when one is sitting or walking. Sit in the chair comfortably, but erect; all lines of the body should be graceful. When Dorothy sits in a chair, she sits on the outer edge of the seat and then flops back in the chair. Her back is rounded and her knees protrude in the most awkward line imaginable. If she does decide she wants to talk with you, she has to stick her head out at such an angle that it looks as if it would break away from her body. Lita sits well back in the seat of the chair, her hips touching the back of the chair. Then her body seems to fit into the chair and there is a comfortable place for her knees and feet.

When getting up out of the chair, put your feet well under you and rise easily and erectly. Scrambling or hitching out of the chair is surely anything but graceful.

How is clothing an aid to good health? Clothing can make us look attractive, but it also has a definite relation to our health. For comfort in changing weather, we need the right kinds of clothing. For physical exercise and sports of all kinds, some types of clothing are more comfortable than others. In buying clothing, therefore, we should select garments that are comfortable as well as becoming, that allow us to move about freely, and that do not interfere with the circulation of the blood. In Chapter Thirteen you will learn that there are many things to consider in selecting clothing to keep our bodies comfortable, healthy, and attractively dressed.



Woman's Home Companion

Good and poor standing posture

To show that you understand

- 1 What are the advantages of good posture?
- 2 Describe good standing posture; sitting posture.
- 3 Tell how to get up from a chair easily and gracefully.

To show you can use what you have learned

- 1 After studying your posture in a mirror, tell what you need to do to improve your standing and sitting posture.



Philip D. Gendreau

CHAPTER SIX

Eating for fun and for health

UNIT I

WHY EAT THREE MEALS A DAY?

You have already observed from your reading of the previous chapters that younger children have small amounts of food at frequent intervals during the day; in contrast, from observation you note that adult members of the family usually eat three times a day. If the adults were to eat as frequently as do the small children of the family, there would be little time left for their work or their leisure interests,

since most of the work of adults is done away from their homes. Scientific study has proved that the program of three meals a day is sufficient for the needs of the body. The foods must, of course, be correctly chosen and properly prepared so that they will contain the necessary elements for the body. The kind and amount of food eaten at each meal determine largely the health and energy of the individual. Therefore foods must be carefully chosen to provide well-balanced meals. Planning cannot be a thoughtless using of the foods nearest at hand, or become a matter of choosing only the foods one likes, or even of choosing the right foods only when one "feels like eating." Scientists have learned that the normal body can digest and use before noon a meal eaten at seven or seven-thirty in the morning; luncheon, eaten about midday, is digested and used before the evening meal at six or seven o'clock. Eating at regular times during the day is one way of aiding digestion. The digestive tract should have time to prepare the food for the use of the body, as well as a rest period between working periods, if it is to function to the best advantage. Very sweet foods, such as candy and ice cream, should be eaten at the end of a meal or a very short time after the meal. When these foods are eaten between meals they overstimulate the digestive organs and spoil the appetite for the next meal. This tends to irritate the organs of digestion. If an after-school or between-meal snack is desirable, it should consist of such foods as fruit, crackers, or a glass of milk.

Food at regular times during the day helps to build healthy bodies



The "Basic 7" Wheel of Good Eating



Green and Yellow Vegetables



Butter and Fortified Margarine

(with added Vitamin A)
2 to 3 level tablespoons.



Bread, Flour and Cereals

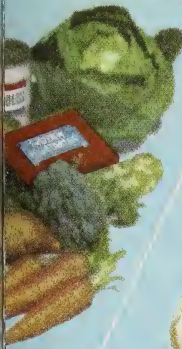
(whole grain or enriched)
Two slices of bread or its equivalent at each meal.



Meat, Poultry, Fish, Eggs

1 serving meat, poultry or fish
1 egg (at least 4 a week)
1 serving dried beans or peas or cereals

*Include a food from each
section in each day's
meals*



1 serving.
Raw or cooked—
fresh or canned.



**Oranges
Tomatoes
Grapefruit**

(or raw cabbage or raw greens)
1 serving.

**Potatoes and other
Vegetables and Fruits**

1 or more potatoes.
2 servings of others.
Raw and cooked—
frozen or canned.



**Milk
Products**

1 serving, in cooked foods,
(except cheese)
1 pint.
1/2 pint to 1 quart.
For infants and nursing mothers—
1/2 pint.



American Institute of Baking

These foods satisfy hunger, but do not interfere with the appetite for the evening meal.

Going without meals is also unwise. The body begins to require food for its work and makes a demand upon the digestive system. If this demand is not met, the system is strained and irritated. Frequent repetition of this failure to supply the needed nourishment will aggravate the first irritation, and soon the whole body is suffering from this mistreatment; serious ill effects result, and the body will no longer function normally. In addition, overeating or eating too much at one time and not enough at another time are habits that tax the digestive system and will cause discomfort and ill health.

Because food must be well broken down in order to be readily digested, it is important to chew food thoroughly before swallowing it; otherwise, the stomach is given an undue amount of work. Also, in the process of chewing, food is mixed with saliva, one of the important juices that aid digestion.

A pleasant frame of mind is another aid to good digestion, since food remains largely undigested when one is angry or tense. Did you ever get up early to take a trip that you had been planning for some time and, because you were making an early start, be urged by your mother to eat a hearty breakfast? You probably felt that you could not swallow a mouthful. This lack of appetite was due to your excitement over the prospective journey. Since your food does not digest as well when you are excited, it is best when possible to delay eating until you are calm, or to eat only foods that are easily digested, such as liquids. If the conversation at the table is centered about pleasant things rather than about the tragedies and injustices of the day, the family's well-being is promoted. A good posture while sitting at the table also aids in getting the best from your food, as well as in graceful manipulation of your eating utensils.

Food correctly chosen, well-prepared, and eaten in a normal way helps to promote a happy, healthy attitude toward life, an attitude usually referred to as a good disposition.

Three meals a day, then, of the right kind and amount of food, eaten at regular times, will supply the body with its requirements for normal growth, will provide heat and energy for work and play, will

keep the digestive system healthy and normal, and will help you to enjoy life to the fullest extent.

These three meals are usually called breakfast, dinner, and supper or breakfast, lunch, and dinner.

To show that you understand

- 1 What are the reasons for eating three meals a day?
- 2 Why do desserts come at the end of the meal?
- 3 What foods are good for an after-school snack?
- 4 Why should food be thoroughly chewed?
- 5 Why is a pleasant frame of mind an aid to good digestion?

UNIT 2

WHAT IS MEANT BY ADEQUATE FOOD?

Does adequate food mean merely enough food of any kind to satisfy a feeling of hunger? Grace was in the habit of stopping at the drugstore at noon for a hamburger and a soft drink. This lunch satisfied Grace's hunger, and she felt it was all right until she read an article about the effect of food on mental alertness. In applying the information to herself, Grace acknowledged that her grades in her afternoon classes were not very good and that she often felt unable to keep her attention on her work after lunch. She decided, therefore, to change her lunch and see whether different foods would have any effect on her feelings or on her grades.

She began to buy her lunch in the school cafeteria. She substituted milk for the soft drink and she tried different kinds of sand-

The larger of these two dogs was given milk in his diet. You can see how important milk is to growth

National Dairy Council





National Dairy Council

Wise choice of foods in your school cafeteria gives you energy for afternoon classes

wiches with a warm vegetable and a fruit salad, a fruit cup, or fruit. In the course of a few weeks Grace found that she did not tire so easily in the afternoon, and could take an active part in discussions. At the end of the grading period, Grace had improved her grades in the afternoon classes.

Why do we need a variety of food? Since no one food contains all the materials which the body needs, it is necessary to eat a variety of food each day. At home your mother probably plans most of the meals. No matter how well she plans a balanced meal, if you allow a fickle appetite to keep you from eating certain dishes at meal-time, her planning is wasted effort. You need to understand why various foods are valuable and why

variety is needed to provide all the essential elements.

When you select your lunch in the school cafeteria and when you eat in restaurants, you are planning your own meals. These are meal-planning times just as definitely as the times when your mother plans meals at home for the family. As you begin to choose your own foods, you are forming habits of eating. Since these habits tend to stay with you even after you are grown, it is essential that at this time you eat and like most foods.

What foods do we need for one day? An adequate daily food plan should include some foods from each of the seven groups you see on the chart on pages 142 and 143. You do not need all these foods at

Selecting fruits and vegetables which are inexpensive and nourishing



each meal, but at the end of the day your total day's food should include some of each of these foods. The amount of each food eaten will depend upon your age, size, physical condition, and activity. High-school girls in good physical condition should have one quart of milk a day and one egg each day in addition to at least one serving of some food from each of the other groups daily.

To show that you understand

- 1 What showed that the lunch which Grace bought in the cafeteria was adequate?
- 2 Why does everyone need a variety of foods each day?
- 3 Name the eleven food groups that should be included in the daily diet.
- 4 What determines how much food one should eat?

To show that you can use what you have learned

Jean usually eats the following foods or foods equal to it in one day:

Breakfast

Stewed Prunes
Pancakes and Sirup
Coffee

Lunch

Hamburger on a Bun
Apple Pie

Dinner

Meat Balls Mashed Potatoes
Spinach
Bread and Butter Milk
Baked Custard

- 1 In what ways is Jean's food inadequate?
- 2 How would you change the day's food plan to improve it?

Putting what you have learned into practice

- 1 Write down all the foods you ate yesterday.
- 2 Check the foods that you ate yesterday with the foods you should have every day. Did you have all the required foods?
- 3 Change yesterday's food plan to improve it and try to follow it today.

UNIT 3

WHAT FOODS WILL ENABLE YOU TO CARRY ON THE ACTIVITIES OF YOUR DAY?

Have you ever gone swimming on a warm summer day? You may have stayed in the water an hour or two, during which time you were exercising vigorously. You practiced all the various strokes you knew, tried some new dives, raced with your friends, and had a very active time. When you finally came out of the water and were dressed, you realized that you were very tired. The activities of the afternoon seemed to have left you exhausted, and yet just a few hours before you had been full of energy.

Where do you get the energy needed to be active, to work, and to play? Let us look at some machines and see from what source they get their power to move. What makes the airplane, the automobile, the train, and the streetcar go? Various kinds of fuel—gasoline, coal, and electricity—give these machines the power to move. You know that when the gas tank is empty or the electric power is shut off these machines can no longer run.

How much fuel is needed for activity? So it is with the body. It has the power to move and be active just so long as it is furnished with fuel. When that fuel supply begins to run low, as it does after a

period of great activity, such as swimming, the body feels tired and lacks energy. In the body, food is used for fuel. This food is digested and absorbed into the blood stream, which carries it to the various tissues. Here it is combined with the oxygen that has been breathed into the lungs and likewise carried by the blood to the tissues. When the food and oxygen are combined, energy, or power, is released. This power, or energy, is used to keep one warm and to carry on the activities and the internal work of the body, such as the beating of the heart, the circulation of the blood, breathing, and digestion.

The amount of fuel needed for your activities depends upon how active you are. Sitting requires more energy than lying down; standing requires more than sitting; walking, more than standing; running, more than walking. As activity increases, the body needs more fuel to furnish the necessary power.

Why is fuel needed for warmth? Even during sleep, the body must have fuel to keep it warm and to furnish power for its internal work. The temperature of the healthy body is kept at 98.6° regardless of the weather. This is accomplished by the fuel (food) which is furnished it and by the type of clothing worn. For example, in northern climates people wear warm clothing and keep their houses heated during the winter to assist in keeping their body temperatures normal.

Which are fuel foods? Some foods furnish more power and energy than others. Fats and carbohydrates are the energy-producing foods. Some of the common foods that contain fat are cream, butter, cheese, egg yolk, oils, fat meat, nuts, lard, and oleomargarine. Carbohydrates include the sugars and starches. You are familiar with cane sugar and know that candy is made largely from sugar; but do you realize that milk, fruit, honey, sirups, and jellies also contain sugar? Cornstarch is a familiar form of starch. Other starchy foods are potatoes, cereals, dried peas and beans, and bananas.

Fuel requirement. We speak of running a car so many miles on a gallon of gasoline. The amount of gasoline required depends, among other things, on the size and age of the car and the rate of speed traveled. So it is with the body. The amount of food needed depends to a large extent on the age and size of the body and its activity. A man requires more food per day than a baby. Because his body is

larger, it takes more fuel to keep it warm and to give him power to move; and a man who leads a physically active life, such as a farmer, will require more food than a man who works at a desk all day.

What causes overweight and underweight? If one eats more food than the body needs for the day, the extra fuel is stored in the body as fat. On the other hand, if one eats less food than is required for the day, the weight will be less than it should be, and growth and development will probably not take place in a normal way. The fuel that the food provides will be used for the activities of the day, but if too little fuel is taken in, there will be nothing to provide for growth and repair. Trying to build a body without proper food materials is like trying to build a house with bricks and mortar only, without any wood or other supplies.

Some body fat not only makes for an attractive appearance but is also necessary to good health and the full enjoyment of living. The girl who is underweight tires quickly, is likely to be easily irritated, and generally does not get much fun out of doing things, because she does not feel strong. Some body fat supplies a reserve of fuel which can be used whenever more vigorous activity than usual is carried on. It also acts as a padding to protect muscles and organs against jars and blows, as a support for some of the internal organs, and to protect the body from cold.

Some girls seem to eat large quantities of food and yet remain underweight. The only way to be sure that anyone is eating sufficient food is to check the amount and kinds of food eaten in an average day. If this shows that the body is getting sufficient food, underweight may be due either to insufficient rest and sleep or to some physical defect.



Do you weigh too much or too little for your height? At your age which is safer?

Why is weight important? Weight is, first of all, a good physical check upon yourself. It may be advisable to change and improve your food habits. Your plan for recreation and even the kind of work you do in school may be affected. Your clothing and personal appearance can never be all that you desire if you are too fat or too slim. As you study foods you will see the importance of the right food to good health as shown in correct weight and you will see how much simpler your clothing problems are if you are a normal, healthy girl. You may check your weight by the chart given on page 153.

To show that you understand

- 1 For what purposes does your body use fuel?
- 2 Does your body use the same amount of fuel all the time? Explain.
- 3 What foods are the best sources of fuel?
- 4 Why is your weight important?
- 5 What makes anyone overweight?
- 6 What other factors besides too little food may make a person underweight?

Putting what you have learned into practice

- 1 a Have someone measure your height; then weigh yourself on reliable scales.
b Compare your weight with what you should weigh as given in the table on p. 153. Do you weigh what you should?
c If you are overweight or underweight, look over the day's food which you recorded previously and see if you can find the cause in your food habits.
- 2 From pictures in magazines make a poster that will illustrate foods which are rich in carbohydrates; or make food models by pasting the pictures of foods on lightweight cardboard and cutting around the illustrations. A strip of cardboard can be pasted on the back so that the models will stand erect. These models can be used in planning meals.
- 3 From pictures in magazines make a poster that will illustrate foods which are rich in fats.

WHAT FOODS HELP YOUR BODY TO GROW AND TO KEEP IN REPAIR?

Your body is a living machine. If you eat the right food, it is able to make new tissues as well as to make its own repairs.



This rat had a diet rich in good-quality protein. With normal growth, it weighed 193 grams



This rat had good quality protein but not enough of it. It weighed 70 grams



This rat had enough protein but of poor quality. It weighed only 65 grams

U. S. Dept. of Agriculture, Bureau of Home Economics

The result of lack of good-quality protein in sufficient quantities is shown by these rats. All three were from the same litter and were photographed at 11 weeks old

Protein foods build and repair. Protein is a part of all the cells of the body and hence is needed for growth of new cells and repair of old ones. Insufficient protein may result in stunted growth, or in poor muscles and poor posture. Foods rich in protein are meat, fish, nuts, cheese, eggs, and milk. Gelatin, beans, peas, and cereals contain protein, but they should not be the only source of protein in your diet, because the proteins from these foods cannot supply all the things required by your body.

If you eat the basic foods each day, you will have enough protein. A quart of milk, one serving of meat, an egg, one serving of nuts, peas, or beans, and some whole-grain cereal and bread will give you as much protein as you need each day.

Minerals build, repair, and regulate. From the time she was a very

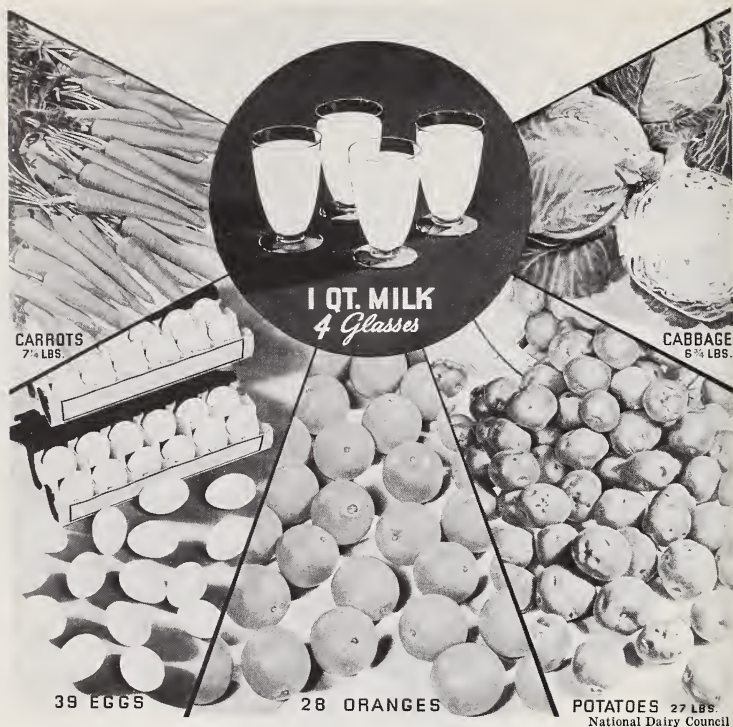


National Dairy Council

These foods supply an equivalent amount of protein essential to growth and repair of body tissues

small girl, Elizabeth would not drink milk. She insisted she did not like it. The winter she was ten years old, she broke her right arm as a result of a very minor fall. The doctor told her that her bones were very thin and weak, and that that was why they were so easily broken. He ordered her to drink a quart of milk every day; in addition, he gave her calcium tablets to put into her milk. Calcium helps to build strong bones and teeth.

Is milk the best source of calcium? What foods furnish this valuable mineral, calcium? If you have one quart of milk a day, you will



*These foods supply the same amount of calcium as one quart of milk.
Milk is one of our best sources of calcium*

have enough calcium for your needs. It is not necessary to drink the entire quart of milk. It may be put into or served on other foods. However, it is a good practice to have one glass of milk with each meal and a fourth glass in or on some food. Skim milk furnishes as much calcium as whole milk. Of course, whole milk has some food elements which are lacking in skim milk, but whole milk costs more; therefore, families with a very limited amount of money to spend for food will be wiser to buy a quart of skim milk for each child rather than a lesser amount of whole milk for each child. Cheese is a good

source of calcium also. Five ounces of American cheese give as much calcium as one quart of milk.

What are the other uses of calcium in the body? When you cut yourself, you do not bleed indefinitely because a clot of blood forms. This clot dams up the flow of blood until the cut heals over. The calcium in your blood assists in this clotting or coagulating process.

This rat was fed plenty of calcium and weighed 219 grams



This rat has poorly formed bones because it was not fed enough calcium. It weighed 91 grams



U. S. Dept. of Agriculture, Bureau of Home Economics

The necessity of eating foods that contain enough calcium for proper growth and development is dramatically shown by these rats. They were from the same litter and are 22 weeks old

Calcium also helps to regulate the beat of the heart. If your diet is lacking in calcium, the nerves are unable to respond normally. This mineral plays the important role of co-ordinating all the minerals of the body so that a proper balance is kept between all minerals.

What are the results of insufficient calcium? If too little calcium is supplied in your food, some will be taken from your bones to use in the fluids and tissues. This tends to weaken the bones and leaves no calcium for growth. Poor teeth, stunted growth, bowlegs, knock-knees, and flat feet may result when the daily diet over a long period does not contain enough calcium. The picture on this page shows how calcium affects growth in animals. The rats were the same age and from the same parents. The only difference was that one was fed too little calcium and the other was given plenty of calcium. It is evident that the small rat did not have enough calcium to allow the bones to grow to normal size. A plentiful supply of calcium makes for normal growth, vitality, and a longer life.



National Dairy Council

These are some of the foods rich in phosphorus

What other minerals do we need? Calcium is not the only mineral which the body needs. There are a number of minerals needed for proper growth, for a healthy supply of blood, for building and repairing nerves and other cells, and for keeping the body running in a normal, healthy way. All of these minerals must be supplied by the food we eat, and no one food is able to furnish them all. Fortunately, it is not necessary to check on the intake of all the minerals. If it were, no one probably would have time for much else.

In reality only a few minerals need careful consideration. These are calcium (already considered), phosphorus, iron, copper, and iodine. If these five are supplied in sufficient amounts, there will be no danger of not getting the others, for the foods which contain these five will also furnish all the other necessary minerals.

How is phosphorus used in the body? Phosphorus is a part of every cell in the body. It is necessary for cell movement and multiplication. It helps to keep the blood neutral and to maintain the correct liquid content of the tissues. It assists in the oxidation of carbohydrates.

With calcium, phosphorus helps to make the bones and teeth sturdy. It also promotes growth. There is a definite relation between a proper supply of phosphorus and normal growth and development.

Protein foods contain phosphorus. Milk, eggs, whole grains, meat, fish, cheese, and dried beans all supply phosphorus. An adult requires about 1.32 grams of phosphorus per day. However, if the diet contains enough fuel, protein, calcium, iron, and vitamins A, B₁, C, and B₂, enough phosphorus will be included.

Why are the red corpuscles important? Have you ever stopped to think about your blood? Do you know that it contains two kinds of corpuscles, or cells? Some of the cells that float around in your blood stream are called white corpuscles. These are the soldiers, or fighters. When you have an infection of any kind, these white cells marshal their forces at the place of infection to destroy the germs that are causing the infection. In addition to the white cells, your blood contains a great many red cells. These red cells are sometimes called "carriers"; that is, they carry oxygen to the various parts of the body and so are just as important as the white cells. To illustrate, when you inhale, your lungs are filled with oxygen, and the red corpuscles pick up the oxygen that has been breathed into the lungs and carry it to the various cells of the body. Here the cells combine the oxygen with food materials. In this way they change the food into energy or use it for building and repairing. In the process of combining the food and oxygen, certain waste products are given off. One of these is carbon dioxide. The red corpuscles, which have emptied themselves of oxygen, load on this carbon dioxide and carry it back to the lungs, where it is breathed out.

If there is a deficiency of red corpuscles in the blood, the body cells are not supplied with enough oxygen to use the food materials, and lack of energy results. People who have too few red corpuscles are said to be anemic, or to have anemia. They tire easily and are likely to be listless.

Iron and red corpuscles. It is iron that gives to the red corpuscles their rich color and the power to carry oxygen to the cells and to take away the carbon dioxide. Since many red cells are wearing out each day, iron must be provided in the diet to replace them. Then, too, young people must have iron to provide for some additional new corpuscles to take care of growing bodies. Fifteen milligrams of iron are needed each day.

Why is copper needed? Foods which contain a small amount of copper are also a necessary part of the diet. The red corpuscles themselves do not contain copper, but the body is unable to use the iron which is contained in the foods eaten unless a small amount of copper is present.



These are some of the foods rich in iron

What foods are rich in iron and copper? Lean meat (especially liver), oysters, whole cereals, eggs, green, leafy vegetables, and dried fruits furnish both iron and copper. Milk contains a rather small amount of iron, but as it is in a form which is easily used by the body it is considered a good source of this mineral. Since the amounts of iron in most of these foods are small, you must be careful to include a large number of iron-containing foods in your diet each day. A quart of milk, one serving of meat, an egg, three servings of whole-grain bread and one of cereal, some green, leafy vegetables, and plenty of fruit each day should take care of your iron requirement.

How is iodine used in the body? Iodine is another necessary mineral. The thyroid gland, which lies at the base of the neck, must have iodine if it is to do its work properly. This gland regulates the rate at which the body uses food and oxygen and regulates the growth of the body. When the diet is lacking in iodine, the thyroid enlarges and a goiter results.

What foods are rich in iodine? Iodine is found in salt-water fish and in vegetables grown in soil that contains iodine. In those sections

of the country where iodine is found in the soil, the drinking water, milk, and the foods grown in the soil contain enough of the mineral to satisfy the requirements of the body. But in sections where the soil and drinking water contain no iodine, iodized salt should be included in the diet to supply this mineral.

To show that you can use what you have learned

- 1 In the day's diet that you made previously, underline all foods which are rich in protein. Refer, if necessary, to the table in the Appendix.
- 2 Compare these underlined foods with the protein foods you require in a day. Was your protein requirement taken care of on the day you kept a food record?
- 3 If you had more or less protein than you needed, show how you would change the day's food.
- 4 In the day's diet which you have recorded, did you have enough calcium?
- 5 If you did not have enough phosphorus, show how you should change your diet to correct this defect.
- 6 Check all the foods which contain iron.
- 7 Using the table in the Appendix, estimate the amount of iron your food contained. Did you have enough iron?

To show that you understand

- 1 Explain the statement "your body is a living machine."
- 2 How does your body use protein?
- 3 What is the result if you do not have enough protein?
- 4 Name the foods which furnish protein of good quality.
- 5 Why should you have other sources of protein besides gelatin, beans, peas, and cereals?
- 6 How can you get enough calcium every day?
- 7 Why must your body have calcium?
- 8 What is the result of too little calcium?
- 9 Why does your body need phosphorus?

- 10 What foods supply phosphorus?
- 11 How can you get enough phosphorus each day?
- 12 What do the red corpuscles in the blood do?
- 13 What causes anemia?
- 14 What is the relation between iron, copper, and the red corpuscles?
- 15 Name the foods which are rich in iron and copper.
- 16 How can you be sure to get enough iron and copper?
- 17 What is the function of the thyroid gland?
- 18 What happens in the body when too little or no iodine is supplied?
- 19 How can you get enough iodine?

UNIT 5

HOW DOES FOOD HELP YOUR BODY TO GROW NORMALLY AND TO PROTECT IT FROM DISEASE?

Discovery of vitamins. Until the first quarter of the twentieth century nothing was known of vitamins. It was believed that the right



This rat was fed plenty of vitamin A. It weighs 123 grams and is sleek and vigorous

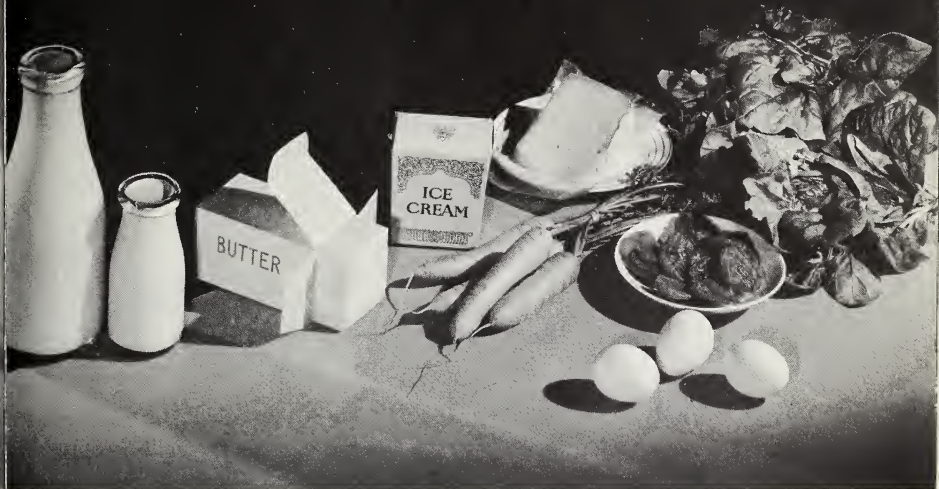


This rat had no vitamin A. It weighs only 56 grams, has infected eyes, rough fur and is slow and listless

U. S. Dept. of Agriculture, Bureau of Home Economics

We know vitamin A is an important food element. What foods do you eat regularly that contain vitamin A?

amounts of pure protein, fat, carbohydrate, and the required minerals would furnish the body with everything needed to keep it in good health and to promote growth. Today we know that some other elements must also be present in food. As a result of many experiments,



National Dairy Council

These are foods rich in vitamin A

we now are familiar with the vitamins. They are designated by letters and some by names.

Why do you need vitamin A? Vitamin A is of special interest to young people, because without it the body cannot grow, even though the other food elements are provided. This vitamin also helps to keep the skin in good condition, aids in developing good teeth, and protects the body from a certain eye infection called xerophthalmia, which eventually causes blindness, and from a certain type of night blindness. Vitamin A also tends to increase vitality and improve resistance to infections.

What are the qualities of vitamin A? Vitamin A does not dissolve in water and is not destroyed by ordinary cooking temperatures; thus, it is found in many cooked foods. If a diet supplies more of the vitamin than the body needs, the excess can be stored and used at a later time.

What foods are rich in vitamin A? Both plant and animal foods furnish vitamin A. The animal foods in which it occurs are liver, egg yolk, butter, whole milk, and cod-liver and halibut-liver oils.

Plants do not contain vitamin A, but another substance, called carotene, is present. When carotene is eaten, it is changed by the body to vitamin A. Carotene gives the yellow color to certain vegetables and fruits. It is also found in many of our green vegetables and in tomatoes. Carrots, tomatoes, green lettuce, kale, asparagus, chard, dandelions, bananas, oranges, apricots, and peaches are among the foods which furnish carotene.



This rat did not have enough vitamin B₁, resulting in loss of muscular control



The same rat 24 hours later, after eating food rich in vitamin B₁

U. S. Dept. of Agriculture, Bureau of Home Economics

We know appetite, muscle tone, and even growth depend upon eating foods containing sufficient vitamin B₁

Why is vitamin B₁ (thiamine) needed? Many years ago a disease affecting the nervous system, called beriberi, was common in the Orient. It was prevalent, too, among men who went on long voyages, when the principal food was white or polished rice. A young medical officer in the Japanese navy thought that in time of war the power of the men in the navy would be considerably weakened unless something could be done to prevent beriberi. After deciding that climate and sanitation had nothing to do with the disease, he made some changes in the diet of the men, increasing the amount of barley and adding meat, vegetables, and condensed milk. By this means beriberi was finally eliminated from the Japanese navy.

About the same time, scientists were experimenting with various diets for animals, and eventually they determined that a vitamin



National Dairy Council

These are some of the foods rich in vitamin B₁, or thiamine

was the food element necessary to protect a person from beriberi. Vitamin B₁ is also necessary for normal growth, and it is sometimes called the appetite vitamin. If food contained none of this vitamin, we should lose much of our normal desire to eat, and the body would drop below its normal weight and stop growing. This vitamin is also necessary for good digestion, assists in the utilization of carbohydrates in the cells, and gives us a feeling of vigor and endurance.

What foods contain thiamine? Large amounts of thiamine are found in hearts, gland organs, whole grains, enriched flour and cereals, pork, and nuts. Fruits, vegetables, milk, and eggs all contain thiamine in small quantities, but if plenty of these foods appear in our diet, they are considered good sources of the vitamin. One quart of milk, three slices of dark, whole-grain bread, one serving of a whole-grain cereal, two servings of fruit, and two servings of vegetables consumed each day will supply the necessary thiamine.

What methods should be used in cooking foods rich in thiamine? Since thiamine will dissolve in water and may be partially destroyed by heat, it is well to eat some raw vegetables and fruits each day. To cook fruits and vegetables in water and then to drain off the water

means that the vitamin B₁, which has dissolved in the water, is discarded. For this reason, these foods should be steamed or cooked in a small amount of water so that by the time they are tender the water is evaporated and it will be unnecessary to drain the foods. When soda is added to green vegetables, they remain green while cooking, but soda helps to destroy vitamin B₁; therefore, adding soda to the vegetables is not a wise practice.



This guinea pig had plenty of vitamin C. Its fur is sleek and it is healthy and alert



This guinea pig has scurvy because it had no vitamin C. Its fur is rough, and it crouches awkwardly, due to sore joints

U. S. Dept. of Agriculture, Bureau of Home Economics

These pictures dramatically indicate the need for plenty of vitamin C in the diet. What vitamin C foods do you eat?

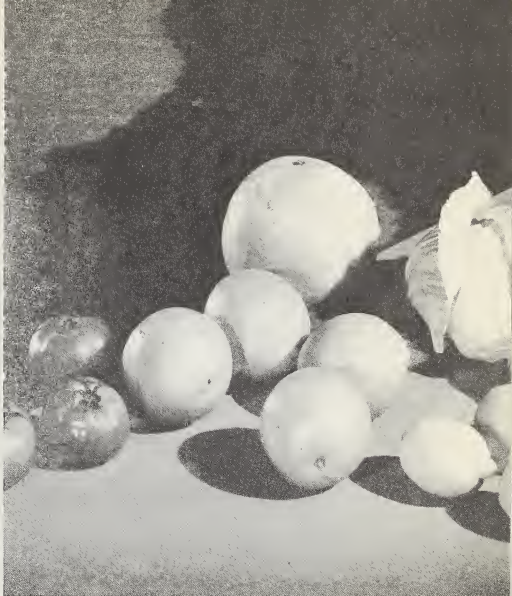
Why do I need vitamin C (ascorbic acid)? In olden times scurvy was very common among soldiers, sailors, and others who had to live on diets that were limited to cereals and meat. Scurvy causes the joints to become tender, to swell, and to be very painful; the teeth become loose; eventually, if the diet remains the same, the sufferer dies. Through experiments with various diets in the British Navy, it was found that when lemon juice was given daily to the sailors, they no longer suffered from scurvy. From then on, lemon juice became a regular part of the diet of the British sailor. Since lemons were often called limes, British sailors got the name of limeys. This vitamin also helps a young person to grow normally and to develop strong, healthy bones, teeth, gums, and blood vessels. A diet lacking in vitamin C makes one irritable, listless, and lacking in energy. Eating foods which contain this vitamin helps to promote good health and vitality.

What foods are rich in ascorbic acid? The best foods for providing vitamin C are the citrus fruits, tomatoes, raw cabbage, onions, and strawberries. Orange juice contains two to three times as much of this vitamin as tomato juice. Cooked potatoes contain small amounts. For those who usually consume rather large amounts of potatoes each day, this food may be considered a fairly good source of ascorbic acid.

What are the qualities of ascorbic acid? Since this vitamin, like vitamin B₁, is affected by heat and dissolves in water, it is well to include some raw foods rich in vitamin C in the diet each day. Foods rich in this vitamin should be stored as short a time as possible and cooked quickly in a small amount of water or by some method, such as baking, in which water is not used.

Why do you need vitamin D? Vitamin D is needed so that the body can use its calcium and phosphorus to build strong, healthy bones and teeth. You may feed your body an abundance of these two minerals, but unless you furnish vitamin D or its substitute, sunshine, your body will be unable to use its calcium and phosphorus. When a growing person has too little vitamin D, a disease called rickets develops, and the bones do not form properly. They are soft and misshapen, making bowlegs and curvatures common. The joints are enlarged, especially at the wrists and ankles, and the chest does not develop as it should.

What are the sources of vitamin D? Vitamin D is supplied, first, by foods which contain the vitamin. Of these, halibut-liver oil, cod-liver oil, and salmon oil are good sources. Egg yolk, milk, cream, and butter also contain some vitamin D. Sometimes foods are made to contain this vitamin by irradiating them. This means that the foods



National Dairy Council

These are some of the foods rich in vitamin C

are exposed to certain light rays which produce vitamin D in them. Bread is sometimes irradiated; likewise evaporated milk. You may have noticed other foods which are advertised as irradiated.



This rat has strong bones because it had plenty of vitamin D



In these two pictures of the same rat, the short body and bow legs are caused by rickets due to lack of vitamin D

U. S. Dept. of Agriculture, Bureau of Home Economics

These rats show that you should include plenty of vitamin D in your diet to develop strong bones

The second way to obtain vitamin D is to expose the body to sunshine. The ultraviolet rays of sunshine enable the skin to manufacture vitamin D. Unfortunately, ordinary window glass and clothing do not allow these special rays to pass through. Hence a certain amount of time should be spent out of doors each day, and less clothing should be worn when the weather is warm. You can see why it is wise to take halibut-liver or cod-liver oil if you live where the winter months are long, with little sunshine, and you have few opportunities to be out of doors in daylight hours.

Vitamin E. This vitamin is necessary for growth and normal reproduction. Since this vitamin is widely distributed in foods, it is unlikely that human beings would suffer from a deficiency of it.

Vitamin B₂—riboflavin. Riboflavin is necessary to growth, healthy skin and eyes, normal nutrition, and vitality. If it is lacking, growth is checked, digestive troubles arise, a nervous depression and general weakness occur, and life is likely to be shortened.

Liver and kidney are good sources of this vitamin. Eggs, milk, meat, green, leafy vegetables, peas, and lima beans also furnish some. Riboflavin dissolves in water, but is not affected by heat.



National Dairy Council

Here are foods which supply the same amount of riboflavin, the vitamin essential to growth, vigor, and good health

Niacin. Niacin is the vitamin that prevents pellagra. Pellagra is a deficiency disease, which occurs most commonly where people live on very limited diets. Pellagra is characterized by a skin eruption, sore mouth, swollen red tongue, indigestion, and nervousness that may lead to insanity. Niacin causes the sufferer to improve in a very short time, but if the improvement is to be permanent, a wholesome, well-balanced diet is necessary. Whole wheat, cereals, yeast, liver, fish, peanuts, poultry, and lean meat are good sources of niacin.

Vitamin K. Vitamin K is necessary for the normal functioning of the liver and for normal clotting of the blood. In cases in which clotting of the blood takes an abnormally long time, this vitamin aids in controlling hemorrhage. Vitamin K is found in green leaves such as spinach, kale, and cabbage, soybean oil, and cereals.

Vitamin B₆ (pyridoxine). Vitamin B₆ is necessary for normal growth and a healthy skin. Without it, a skin disturbance somewhat like pellagra appears. It also is beneficial in some cases of nervous disturbances. Meats, including glandular meats, whole-grain cereals, milk, and fish are good sources of this vitamin.

To show that you understand

- 1 Why do you need vitamin A? What precautions should you observe in cooking foods rich in vitamin A?
- 2 What does thiamine do for the body?
- 3 What precautions must you observe in cooking thiamine-rich food?
- 4 Why does your body need ascorbic acid?
- 5 How can you be sure that vitamin C is not lost in cooking?
- 6 What is the relation between vitamin D, calcium, and phosphorus?
- 7 What is the result of a deficiency of riboflavin?
- 8 How can loss of riboflavin in cooking be avoided?
- 9 Why does the body need vitamin K?
- 10 What other vitamin is necessary for a healthy skin?

To show that you can use what you have learned

- 1 In the day's diet that you planned how many foods did you list that are rich in vitamin A? Consult the table in the Appendix.
- 2 Why is it a good practice to eat whole-grain bread?
- 3 List ten vegetables that can be eaten raw.
- 4 Make a list of all the vegetables containing vitamin C that might be eaten raw. Refer to the table in the Appendix.
- 5 Why is lemonade a better beverage than a soft drink?

PLANNING THREE MEALS A DAY

Why plan meals? There are several reasons for planning meals. One, as you have just seen, is to help the body to maintain a normally healthy condition. Other reasons that need to be considered are the activities of the members of the family, the place where the family lives, the season of the year, the amount of work involved in preparing and serving food, and the cost of the foods. Another consideration is personal taste—the real likes and dislikes of the members of the family. Not that each member should be catered to at each meal, but meals can be planned so that each individual will be sure to have his favorite dishes from time to time.

Needs of the members of the family. Planning adequate meals which satisfy the needs and tastes of all the family members is not an easy task, especially when the amount of money to be spent for food is limited. You have already learned that the baby needs very special care and feeding; frail, older people also need particular attention. When people of these extreme ages are part of a family, the homemaker's task is even more difficult. If the family is to live a happy, satisfying life together, everyone must co-operate. For example, in planning well-balanced, inexpensive meals, the mother will be handicapped unless the entire family is willing to eat whatever is served.

Cost of food. The amount of money spent for food depends upon the family's income. This will be more fully discussed in Chapter Nine. Here we shall plan sufficient foods for a normal, healthful diet, discuss the prices of foods, and find out why some foods are more costly than others. The most expensive foods are not always the most wholesome nor the most necessary to health. One thing that affects the cost of food is the way in which it is produced. Another is how long it takes a food to mature to the point where it is ready for use. Still others are the actual cost of growing the food, the place where it is grown, and the manner in which it may be delivered to the place where it will be used. Can you see why oranges could be very cheap for one family and very expensive for another? The supply on the

market at a given time greatly influences the cost of food, too. The number and kinds of processes through which the raw materials must go before being ready for use in the home must be considered, because these processes affect the cost of food. If you were to use whole kernels of wheat for your breakfast cereal, the amount used would be very cheap in comparison to the cost of flour, made from the same wheat kernels, which we use for breads, cakes, pastries, etc.

Some foods grow very quickly and require little attention while growing; therefore they will cost less than others. Some foods grow and develop so that nearly all the product can be used, and are therefore less costly than others which have a good deal of waste. Did you ever compare the waste material from string beans and from peas?

Seasonal foods. At some seasons of the year certain foods are cheap because the community has a great abundance of that kind of food; but in another season the same kind of food may be very high. This increase in the cost may be the result of the expense of storing the food and keeping it for a longer period of time. Which do you think would be more easily stored, potatoes or tomatoes? Which can be kept longer and which are more likely to need the least care?

Delivery costs. In the United States the climate varies from tropical in parts of Florida and California to bitter cold in Maine and Dakota; because transportation is rapid and efficient, perishable foods may be shipped under refrigeration or heat to all parts of the country. Thus a frost-bound community may have lettuce and peaches grown many miles away. These so-called "out of season" foods are shipped in a great many ways. Some, like winter squash, need little care in shipping; but lettuce must be kept carefully at a certain temperature while it is being shipped to the general markets and to the retail stores. Certain extra services, such as bringing foods to the kitchen door, result in additional cost. Some stores cover this cost in an extra charge to the individual; others make a general charge on all the food sold, whether or not it is delivered to the customer's home.

Time for cooking and serving the meals. When we are planning meals for the family, we need to consider how much time it takes to cook each food. It would be poor planning to attempt a roast of beef when there was just 40 minutes to prepare the entire meal. Another

time consideration is how long it takes to prepare the food for cooking. If time for preparation is limited, it would hardly seem advisable to stuff and roast a fowl. It would be much better to prepare it in a simpler way or to have another kind of meat. Sometimes a family needs to eat a meal more quickly than at other times; perhaps there is to be a party in the evening, or the father will be home later than usual. At such a time, plan foods which do not take much time to serve.

Daily menus. When we plan a meal, we call that plan a menu. Should this menu be written or may we plan "in our mind" as we go along? Many of our mothers do not write out the menus for the day or week. They probably have been responsible for this job for a number of years and have established plans and a routine of work for themselves so that they do not seem to find a written menu necessary. Or perhaps they have never tried writing out menus and do not know how helpful it can be.

To show that you understand

- 1 What different factors need to be kept in mind when you are planning meals?
- 2 How can you co-operate with your mother in meal planning?
- 3 What affects the cost of foods?
- 4 Explain how time for cooking and serving a meal will affect your planning.
- 5 What is a menu?

To show that you can use what you have learned

- 1 Keeping in mind the principles learned in this chapter, plan menus for three days for a family consisting of a mother, a father, an older brother, and yourself.
- 2 How should you change these menus if the brother were younger, perhaps two years old?
- 3 Consult the budget given on page 110, and estimate how much a family of four can afford to spend each day for food.

- 4 Consult advertisements in the daily paper for food prices and estimate the cost of the meals planned. Could this family afford the dinners you have planned?
- 5 If the meals which you have planned are too expensive, show how you can reduce the cost of your meals by substituting less expensive foods which provide the same food values.

UNIT 7

KITCHEN TECHNIQUE

Did you ever observe how often you see a picture of a kitchen when you read about a race of people and their habits? Today fuels and equipment are quite different. Modern utensils and labor-saving devices permit a meal to be cooked in a fraction of the time required a century ago.

Equipment. Whenever food customs or habits of people are described, the way in which they cook their food and the utensils they use always come into the description. The Indians ground corn between two stones to make meal. The early settlers in this country cooked food in an open fireplace and baked their bread in stone ovens.

Cleanliness. Because food can be a means of transmitting bacteria, and because dirty food is unwholesome, everything and everybody coming in contact with food must be scrupulously clean. When you come to the home-economics laboratory, you may have to bring your books with you. These books may have been handled by many people and may have accumulated dust and dirt through continuous use. They should therefore be put where they will not come in contact with the food being prepared, and they should not be handled during the class period.

In the food laboratory your dress should be protected by an apron or a smock. The apron or smock also serves to protect the food from the dust which may have gathered on your dress. There is no point in wearing the apron unless it is clean; therefore, it must be laundered frequently. Your hair should be held in place by a cap, hair net, or



Harold M. Lambert

Cleanliness and convenience are the characteristics of a modern kitchen

headband. Hands and nails should be clean. Wash the hands thoroughly, using a hand brush if necessary, before beginning work, and while working keep the hands away from the face and hair. If it is necessary to use your handkerchief, or if your fingers become sticky, wash your hands at once.

A spoon from which one has eaten must never be dipped into food that is being prepared. If it is necessary to taste a food several times, the use of many different spoons can be avoided by pouring some of the food from the mixing spoon into a teaspoon. Repeat each time it is necessary to taste the food. This special spoon for tasting saves work and keeps the food clean.

Utensils. Before you begin cooking in the laboratory, you must know the names of the various utensils in your desk, what they are used for, and where they are kept. All utensils must be put away in good condition and in their places so that they will be ready for use



The Best Foods, Inc.

A well-arranged cupboard will save many steps

and can easily be found by the next class. In the kitchen at home there should also be regular places for utensils. When utensils are conveniently located, time and energy are saved.

Supplies. Before we begin to prepare food, we must know where to find supplies. Perishable foods are generally kept in the refrigerator or in some equally cool place. Staples that are unaffected by heat are generally kept in cupboards.

The containers in which supplies are stored should be perfectly clean before they are put away. Do not put away a bottle from which you have poured milk without wiping off the outside, for some of the milk may run down the side of the bottle and soil the

refrigerator. If you are careful to keep containers clean, you will have to spend less time keeping cupboards and refrigerator clean.

Supplies should never be wasted by spilling or by mixing them. To illustrate, if we measure a tablespoon of cocoa and then use that same tablespoon to measure sugar, we shall have cocoa in the sugar container; but if we are careful to measure the sugar first, we can then measure the cocoa without spoiling it, for cocoa tends to cling to the spoon, but dry sugar does not.

Work plan. In preparing foods, first study the recipe that is being followed and visualize as clearly as possible the entire process. Then proceed with the work by getting out the utensils, assembling the ingredients, and following the directions for putting the ingredients together. Time and energy will be saved by getting all the supplies that are located in one place at the same time and placing them

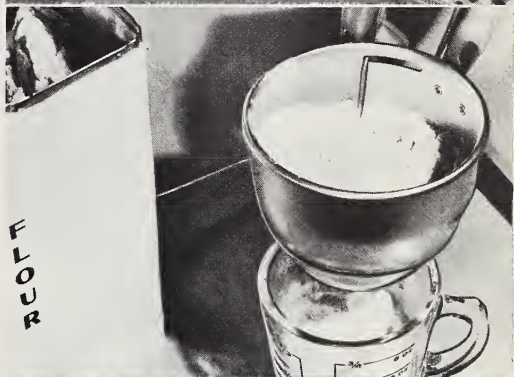
all within convenient reach. Be sure to leave ample work space for the various stages of the mixing process. Having everything at hand and in plain sight helps to prevent the omission of some important ingredient which is added last, such as flavoring.

Measuring ingredients. One measuring utensil can be used several times by measuring dry ingredients first, fats next, and liquids last. If liquids are measured first, the utensil has to be washed or set aside, for dry ingredients will stick to the liquid remaining in the cup or spoon, thus preventing complete accuracy in measuring. The measuring cup should stand on a flat horizontal surface while you are filling it, so that the measurements will be level. If you do not touch the cup while filling it with dry food materials, such as sugar, you will not be tempted to shake it. Shaking packs the contents and makes the measure inaccurate.

All measures should be leveled with the straight edge of a knife or spatula. In measuring less than

Better Homes and Gardens

To make your favorite recipes always turn out the same, measure quantities with standard measuring cups and spoons



a teaspoon, if half and quarter measuring teaspoons are not at hand, divide the material lengthwise on the spoon with a knife to get a half-spoon quantity; for quarter-spoon, divide first into halves lengthwise and then into halves across the spoon, horizontally. Accuracy in measuring is of the greatest importance; learn to be accurate if you wish to have consistently good results in your cooking.

Another but somewhat less accurate way to measure fats is to use a measure larger than the amount called for. To measure a cup of solid fat, use a two-cup measure; put one cup of water in it and add the fat until the measure is filled to the two-cup level. A one-cup measure is used in the same way to measure fractions of a cup.

Table of Measures

3 teaspoons	= 1 tablespoon
16 tablespoons	= 1 cup
2 cups	= 1 pint

Important reminders. Accidents can be prevented by keeping the handles of utensils turned from you so that they cannot be struck and their contents spilled. This is an especially wise precaution when working with hot foods. Match boxes should be put away from the stove as soon as fires have been lighted.

Time and energy will be saved if you work so that the kitchen is kept clean. Work toward the center of your table or desk to avoid spilling particles of food on the floor. Keep all drawers closed. When stirring, use a gentle motion to avoid spattering food. Keep your working space in order and rinse and stack soiled dishes of a kind together as you work. Cleaning up will not then be such a task.

Washing dishes. Washing dishes is probably one of the tasks that you are frequently called upon to do at home, and no doubt you are always anxious to get through with it as rapidly as possible. Proper tools, arranged conveniently, are of help in washing dishes thoroughly and quickly.

Desirable equipment for washing dishes consists of a double sink, or two dishpans, or one pan and a wire rack or drainer, a dishcloth, a dish mop, a scraper, dish towels, scouring powder, steel wool, and

soap or detergent. For a right-handed person, it is convenient to arrange the equipment so that one works from right to left. That is, the soiled dishes are placed at the right-hand side of the sink. The washing pan is placed at the left of the soiled dishes. The rinsing pan or dish drainer is placed at the left of the washing pan, and a space for clean, dry dishes is at the left of the rinsing pan.

The soiled dishes should be scraped clean of all food particles and then rinsed, and dishes of a kind stacked together. Dishes which contained sticky foods and cooked foods should be soaked in hot water. Dishes which contained uncooked egg, milk, or flour should be soaked in cold water, as hot water tends to cook these foods onto the dish. Greasy dishes should be thoroughly wiped with paper before they are washed in hot, soapy water. The paper will absorb the grease which otherwise greases the dishpan, later doing its bit toward clogging up the drainpipe.

The washing pan should not be more than half full of hot water; the water should be as hot as the hands can endure and should be changed as often as is necessary. Work up a good soapsuds by rubbing a cake of soap on the dishcloth or by using soap flakes or a detergent. To avoid breaking and chipping dishes, put only a few in the pan at a time.

Generally the cleanest dishes are washed first and the cooking utensils last. The usual order is: glass, silver, china, kitchen utensils. The right-handed person picks up a dish with her right hand and places it in the washing pan. She then holds the dish with her left hand and washes it with the dishcloth or mop, which is held in her right hand. When the dish is clean, she places it with her left hand in the rinsing pan or dish drainer, ready to be scalded.

Dishes may be rinsed by placing them in a dish drainer or a dishpan and pouring boiling water over them. In drying dishes, handle them as little as possible. The towels used in wiping dishes should be clean and dry. After using, wash out dishcloths, dish towels, and dish mops in hot, soapy water, rinse thoroughly, wring out, stretch, and hang to dry, in the sunshine if possible. Dishpans should be washed in hot, soapy water, rinsed with boiling water, dried, and then put away; they should not be left in the sink or on the table.



Good Housekeeping

A refrigerator should be thoroughly cleaned every week

Cleaning the range. If you spill something on the hot range or grease spatters while cooking, wipe it up immediately with paper or with a dry cloth, but leave the actual washing of the range until it is cool. Enamel ranges in particular should never be washed when they are hot. Any acid, such as lemon juice or vinegar, should be wiped up immediately, as it is likely to cause dark spots or to destroy the glaze. The chromium trim on your stove should be washed with soap and water and then wiped with a clean dry cloth. If there is a removable tray under the burners, it should be taken out, washed in hot, soapy water, and dried every day.

The burners on a gas stove should be kept clean by wiping them off daily with a damp cloth.

They should be removed occasionally and scrubbed in soapy water, then be rinsed and dried. The burners should be so adjusted that they burn with a blue flame. A yellow flame is not as hot as a blue flame; also, it blackens the bottom of the cooking utensils. Your teacher will show you how to adjust the burners on the gas stoves in your laboratory.

Any food spilled on a surface unit on the electric range should be burned off. Then the charred bits of food can be brushed off with a nonmetallic brush. If your electric range has open units, showing fine wire coils, you must take special care not to damage the wires with any sharp object. Soda, sugar, salt, and soap are bad for these wires also. If the pan beneath each unit is removable, raise the unit, slip the pan out and wash it with soapy water, then rinse and dry it.

In removing and replacing the pan, be careful not to twist the wires of the burner since this may break them. If you rotate units in using them, they will last longer.

In cleaning the oven on your range, remove any spilled food first. The inside of the oven should be washed frequently and the broiling pan and rack should be washed whenever they are used. When cool, all enameled surfaces may be washed with hot, soapy water, rinsed, and wiped dry. Do not use a coarse, gritty scouring powder on the enamel of your stove because it is likely to destroy the glaze.

In cleaning the oven of an electric range, take out the heating units and set them aside in a dry place where no water will get on them. If the metal plate on the top of the bottom unit can be detached from the unit, remove it, wash it in warm, soapy water, rinse, and dry.

Cleaning the sink. The sink should be cleaned whenever the dishes are washed. The important thing in cleaning an enamel or a porcelain sink is to remove the dirt without scratching the surface. Coarse scouring powders will scratch an enamel or a porcelain sink, and a surface that has become rough tends to hold dirt and is thus increasingly hard to clean.

First, wash the sink with hot, soapy water. Be sure to wash the faucets as well as the sides and bottom of the sink. After the surface has been well soaped, rinse it with hot water and wipe dry. If stains remain, scour the sink with a small amount of fine scouring powder. Rinse thoroughly and wipe. Neither grease nor greasy water should be poured into the sink, for this tends to clog the drainpipe. It is best



Church and Dwight Co., Inc.

A clean stove is easy to keep clean

to pour dishwater through the sink strainer, to prevent small particles of food from getting into the drain.

Caring for the refrigerator. About once a week the inside of the refrigerator should be washed out with warm water, to which a little baking soda has been added; it should then be rinsed and dried. The metal ice trays, glass shelves, vegetable crispers, and the outside of the cabinet should be washed in hot soapy water, rinsed, and dried. If the inside becomes moist at any time, it should be wiped dry. Spilled food should be wiped up at once.

The ice chamber and drainpipe of an ice refrigerator should be washed out every week with water which contains washing soda. A long-handled brush, made especially for cleaning the drainpipe, is very convenient.

It is still necessary to defrost most mechanical refrigerators about every two weeks, or when the freezing unit is coated with no more than one-quarter inch of ice, although there are some models that defrost themselves and others that do not require defrosting at all. A heavy formation of ice on the freezing unit prevents the proper cooling of the refrigerator. Defrosting should be done according to directions supplied by the manufacturer. These are usually found in a conspicuous place on the refrigerator, or on a card of directions which comes with the refrigerator.

Cleaning your desk or table top. The desk or table on which you work in the laboratory should be cleaned as you finish your work each day. Enamel and metal surfaces may be washed, rinsed, and dried. Wood or composition surfaces will need to be scrubbed with a brush and hot, soapy water, then rinsed and dried. In scrubbing wood, work with the grain of the wood in order to get the best results and to do least injury to the wood. Be careful not to let water run over the edge of the table, as this is harmful for the floor.

To show that you understand

- 1 Explain how one spoon may be used for tasting several times.
- 2 What is a good general plan for preparing any dish?
- 3 In what order should ingredients be measured?

- 4 Explain how to measure correctly 1 cup of flour, $\frac{1}{3}$ tablespoon of butter, 1 tablespoon of milk.
- 5 How can you minimize the danger of being burned by hot mixtures on the stove?
- 6 What equipment is needed for washing dishes?
- 7 In what order are dishes usually washed?
- 8 How should you get the dishes ready for washing?
- 9 How may dishes be rinsed?
- 10 What must be done with the dish-washing equipment after the dishes are washed and dried?
- 11 Describe how a gas or an electric range should be cleaned.
- 12 How should a sink be cleaned?
- 13 Describe the weekly cleaning of the refrigerator.

Putting what you have learned into practice

- 1 With your teacher's help, examine the utensils in your desk. Learn the name and use of each article.
- 2 With your teacher's help, find out where staple supplies are stored in your laboratory. Notice how the supplies are arranged.
- 3 Find out where towels, soap, matches, and other accessories are stored. With your teacher's help, try to work out an improved method of storing supplies in the laboratory; consider their best protection and also the worker's convenience.
- 4 What equipment is provided in the laboratory for dishwashing? Observe where it is stored. Could this arrangement be improved?
- 5 Wash the utensils in your desk so that they will be clean and ready for your first cooking lesson. Stack dishes correctly. Note the order in which dishes should be washed.
- 6 Using flour, measure 1 tablespoon, $\frac{1}{2}$ tablespoon, 1 teaspoon, $\frac{1}{2}$ teaspoon.
- 7 Using water, measure 1 cup, $\frac{3}{4}$ cup, $\frac{2}{3}$ cup.
- 8 Take the burners of your range apart and reassemble them so that you will know how to clean them.
- 9 Study any controls on your range, and learn to operate them.



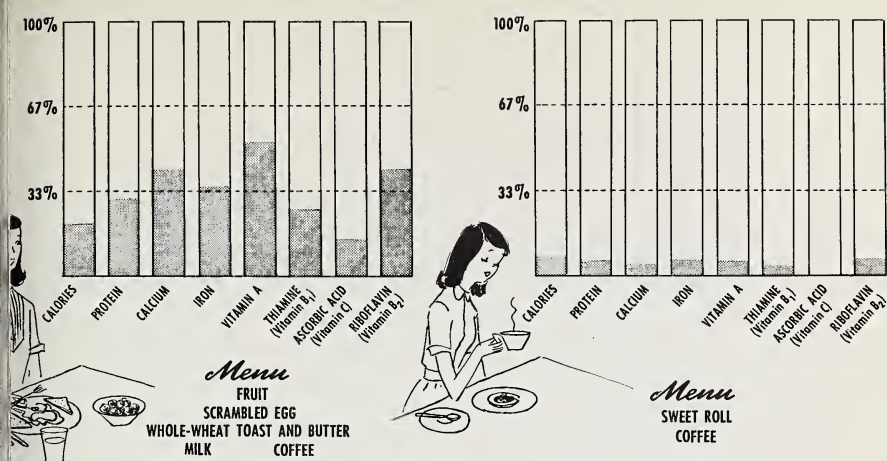
CHAPTER SEVEN

Breakfast

UNIT I

PREPARING AND SERVING A SIMPLE BREAKFAST

When the doctor told Mrs. Greene that she was not well and must have as much rest and quiet as possible, the routine of Jane's life changed abruptly. Until then Jane had been accustomed to having things done for her. Now she would have to do things for the other members of her family—her mother, father, and six-year-old sister Susan. The Greens held a conference and worked out a plan to relieve Mrs. Greene of work as well as of responsibility. Mr. Greene took over all the financial management of the family, the heavier tasks such as the care of the basement, and some of the marketing. Susan promised to hang up her clothes, to keep her room in order, to take care of her



This shows how important it is for you to eat a good breakfast

playthings, and to dry the dishes. Jane was to be responsible for most of the marketing, for some of the food preparation, for serving the meals and for cleaning up afterward. Mrs. Greene would direct the woman who came in to do the laundry and weekly cleaning, plan the meals, and begin the preparation of dinner. With Jane preparing breakfast and being responsible for getting Susan and herself to school on time, Mrs. Greene could sleep later, could have a leisurely breakfast, and, most important of all, would be out of the hustle and bustle of the morning start.

Why is breakfast important? Probably one of the most difficult things for Jane was managing breakfast and getting herself and Susan to school on time. Mr. Greene insisted that the girls should get up in time to prepare and eat an adequate breakfast. If you think of the body as a machine, you can readily see why he made this rule. You do not expect an automobile to run when the gas tank is empty; neither should you expect a body to go through the activities of the morning without giving it food from which to obtain energy. The body needs food at regular times, just as an automobile must have gasoline and oil after it has run a certain number of miles. Consider also the length of time from the evening meal to breakfast. Compare this period with that from breakfast to the noon meal and with that from the noon meal to the evening meal. The longest interval

between meals is from the evening meal to breakfast. If you were to prolong this interval by omitting breakfast, you could not expect to do your morning's work efficiently and you would probably feel tired and listless.

How may the general plan of breakfast be varied? The Greens ate about the same type of breakfast each morning. This usually included some kind of fruit, cereal, bread, and a beverage. This does not mean that their breakfast was exactly the same each day but that the general plan was the same. The foods within the plan were varied as well as the ways of serving them. For example, they used different fruits for breakfast depending on the season of the year and what was available in the market at a reasonable cost. In the summer fresh berries, cantaloupe, and sliced peaches frequently appeared on the Greens' breakfast table, while in December grapefruit or oranges usually made up the fruit course. Oranges were served in a variety of ways: sliced, in sections, in halves to be eaten with a spoon from the skin, or as juice.

What are the three chief types of breakfasts? Breakfasts may be classified as light, medium, or heavy. A light breakfast consists of fruit, cereal or bread, and a beverage. A medium breakfast generally is made up of fruit, cereal, bread, and a beverage, or of fruit, a main dish such as eggs, bread, and a beverage. The plan used by the Greens is called a medium breakfast. A heavy breakfast consists of fruit, cereal, a main dish, bread, and a beverage.

The type of breakfast that one should eat depends upon the amount of energy needed for a day. A farmer will use up more energy in his day's work than a man who works at an office desk; hence the farmer's breakfast should consist of a greater quantity and a greater variety of foods. In hot weather one is not so hungry as in cool weather. People are not so active in extremely hot weather as in cool or cold periods, and they are thus not using so much energy. The type of breakfast to be eaten will therefore depend to a large extent on one's activity and age, and upon the season of the year; though sometimes, unfortunately, custom rather than sensible provision for

Fluffy scrambled eggs go well with lightly browned sausages





Light breakfast: Fruit, cereal or bread, beverage



The Best Foods, Inc.

Medium breakfast: Fruit, cereal or eggs, bread, beverage

Heavy breakfast: Fruit, cereal, main dish, bread, beverage



The Best Foods, Inc.

the needs of one's body determines what a person eats for his breakfast.

What is an adequate breakfast?

An adequate breakfast should provide enough fuel. One fourth to one third of the daily food allotment should be given to breakfast.

Because you have rested during the night and there is usually little time for exercise between rising and breakfast, you are not likely to be so hungry in the morning. Hence there is less variety of foods at breakfast, and more simply prepared and served foods are used.

An adequate breakfast should provide some protein and minerals, and if the body is to develop normally and be free from certain diseases, breakfast should also include foods rich in vitamins.

In addition to providing the proper food elements, a warm food will help the entire meal to digest more easily and to seem more satisfying. Breakfasts should be attractive and sufficiently varied to stimulate the appetite so that you will want to eat enough to take care of the morning's needs.

WHICH ONE OF THESE BREAKFASTS DO YOU EAT REGULARLY?

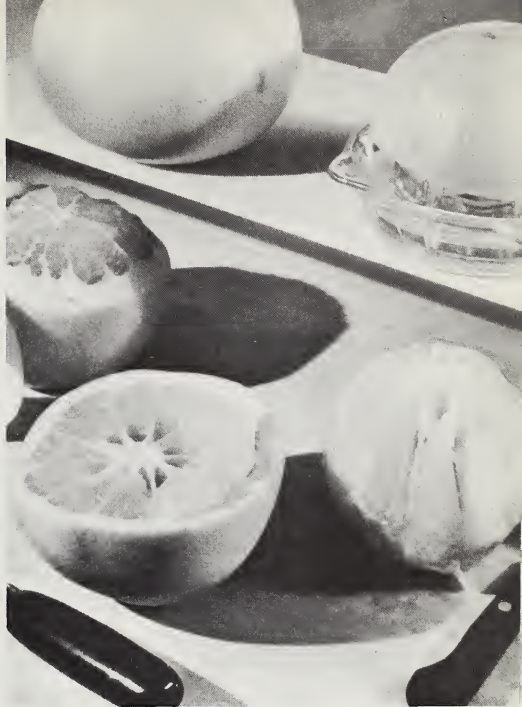
Why serve fruit for breakfast?

You will notice that Jane's breakfast plan included fruit, which she always served first. Fruit is attractive in appearance and in flavor, and when served first for breakfast whets the appetite. Not only do you feel hungry when you see a glass of orange juice at your plate, but your mouth probably begins to water, indicating that the digestive juices of the stomach have started to pour out and that the digestive tract is ready to take care of food.

Fruits contain almost no fat, very little protein, and only a small amount of carbohydrates. They are a source of iron and of some calcium and phosphorus. Most fruits contain the vitamins thiamine and riboflavin. Tomatoes and citrus fruits supply vitamin A, as well as thiamine and ascorbic acid. Fruits also contain a fibrous material called cellulose.

The stringy material in plums and peaches, the membrane in oranges, and the fiber in celery are all forms of cellulose. It occurs also in the skins of fruits and vegetables, as well as in the part inside the skin. Cellulose cannot be digested by the body. Its use lies in keeping the intestinal tract clean. It acts like a tiny brush which sweeps along the intestinal tract, carrying waste materials with it and thus helping to prevent constipation.

What kind of fruit shall we serve for breakfast? Fruits suitable for breakfast may be fresh, fresh-cooked, canned, dried, and quick-frozen. Fresh fruits are very popular because of their attractive appearance and pleasing flavor. Cooking fresh fruits has two advantages: it is possible to keep them longer and they are more easily digested.



Florida Citrus Commission

Oranges and grapefruit may be served in several ways



Canned fruits are not so suitable for breakfast, because sugar has usually been added in the process of canning. Sweet flavors for breakfast tend to dull the appetite rather than to stimulate it. Canned fruits are therefore more often used in salads or as desserts at other meals. Canned fruit juices are generally unsweetened and help to provide variety in breakfast menus.

Dried fruits are inexpensive and can be kept for a considerable time. They give variety to the diet and contain all the valuable food elements of fresh fruits with the exception of vitamin C.

Quick-frozen fruits are convenient; they do not need to be looked over or washed before using. They must be kept frozen until just before they are to be used.

How did Jane proceed with her breakfast plan? In the early fall when the weather was still warm and the family's appetites were not likely to be hearty, Jane planned breakfasts like this one:

Fresh Fruit on Ready-to-Serve Cereal
Buttered Whole-Wheat Toast
Milk

Jane always planned her breakfast menus a week in advance so that she could shop for the needed foods on her way home from school. To save precious minutes in the morning, she set the breakfast table each night before she went to bed. For this menu each place at the table was set like that shown on page 192, but with one spoon. The electric toaster was put on the table near Jane's place.

In the morning Jane put the cereal into each cereal bowl, peeled the peaches or bananas and sliced some on each serving of cereal. She put a pitcher of milk and the sugar bowl on the table, filled the milk glasses, filled the water glasses, and put a pat of butter on each bread-and-butter plate. She placed several slices of bread on a plate near the toaster. As she slipped two pieces of bread into the toaster, she called Susan and her father to breakfast. Jane showed that she was an efficient manager.

Jane has prepared breakfast for the family. What makes it both appetizing and nourishing?



Towle Silversmiths

This table is correctly set for breakfast. Of course you would add a glass of milk for yourself and one for each of your brothers and sisters

Preparing a breakfast at school. Should you like to prepare such a breakfast in the food laboratory? If you work in groups of four, one person might set the table, another prepare the fruit, and a third be responsible for all other food which is put on the table. The fourth person could be responsible for the toast, which you will possibly make in the broiling oven of your stove since probably you will not have enough electric toasters to provide one for each group of four girls. If the toast is made in the oven, it will be better to butter it before bringing it to the table.

☞ **Toast**

Light the oven, set the regulator at 400° F. Place the bread on the rack of the broiling pan. Insert the pan in the broiling oven so that the bread is about one inch from the heat. Keep the door of the broiling oven open. When the bread is golden brown on one side,

draw the tray out, turn the bread, and then return the tray to the heat until the second side is toasted. Spread with butter while hot, cut in halves, and serve on a warm plate. To keep toast warm until all the pieces are done, place it in a warm oven. For crisp dry toast, preheat the oven and toast slowly.

At the breakfast table. One girl might act as hostess at the table. A good hostess seats her guests promptly, begins to eat at once so that the others may begin, sees that the needs of the guests are taken care of, and tries to keep interesting conversation going around her table. This may seem to load the hostess with responsibilities, but if the guests are aware that they should be considerate of others and do their share to keep the conversation on topics of interest to everyone, it is not too difficult a task.

To show that you understand

- 1 What determines which type of breakfast you should eat?
- 2 What is an adequate breakfast?
- 3 Why is fruit usually served first for breakfast?
- 4 What valuable nutrients do fruits contain?
- 5 What is cellulose?
- 6 How is cellulose used in the body?
- 7 Why are canned fruits less desirable than fresh, frozen, or dried fruits for breakfast?
- 8 What are some of the responsibilities of a good hostess at the table?

To show that you can use what you have learned

- 1 Record the breakfast you ate this morning.
- 2 Was this breakfast adequate? Explain why or why not.
- 3 After cooking and serving a breakfast in the laboratory, criticize this meal for (a) the appearance of the food, (b) the flavor of the food, (c) the appearance of the table, (d) the skillful use of time, and (e) the co-operation of the members of your group.

GETTING VARIETY INTO THE BREAKFAST MENU

How may the fruit course at breakfast be varied? In the fall, when fresh fruits were plentiful, Jane found that cooking some of these fruits gave variety to their breakfasts. To save time in the morning, Jane always prepared cooked fruits the night before. Enough fruit for two or three mornings was prepared at one time and stored in a covered jar in the refrigerator. Jane took care not to make the fruit too sweet since she knew very sweet foods dull the appetite.

How are fresh fruits cooked? Fruit is cooked to soften the cellulose, to cook the starch, to develop flavor, and to preserve the fruit. When fruit is cooked, some of its delicate flavor passes off with the steam. It is best, therefore, to cook fruit in a covered vessel with just enough water to keep it from sticking. Over-cooking not only decreases the amount of flavor but also tends to make the fruit dark and unattractive in color. The use of too much sugar destroys its flavor. Use granulated sugar. Cooking fruit with sugar tends to toughen the tissues, thus helping to keep the shape of the pieces. Therefore, add sugar at the beginning of the cooking process. When fruit is stewed for a sauce such as applesauce, add the sugar just before the fruit is removed from the fire. This process gives a more tender product. In the following recipe the apples are cooked so that the quarters will hold their shape and are to be served with their sirup.

([**Fresh-cooked apples:** *four servings*

4 fresh apples	4 T. sugar (or sweeten to taste)
Water to cover	$\frac{1}{8}$ t. cinnamon

Wash the apples, cut into quarters, and remove the cores.

Pare each quarter.

Place in a saucepan, and add enough water to cover.

Add the sugar and cinnamon.

Cover the pan and cook at simmering temperature until the apples are tender when pierced with a fork.

Place the apples in a sauce dish and pour the sirup over them.

What other fruits may be used for breakfast? Orange juice was a favorite with all the Greenes, and Jane knew that the citrus fruits should be included in the daily diet because they are rich in vitamin C. But Jane also knew that tomato juice and pineapple juice are good sources of vitamin C and for this reason can be used as a substitute for citrus fruits. Before oranges are plentiful, tomato juice is usually cheaper than orange juice. So Jane's menu often started with tomato juice. Then, as oranges became more plentiful and lower in price, she changed to them.

How are fresh fruits generally prepared? Jane found that fresh fruits may be prepared in a variety of ways. Regardless of how they are prepared, she always washed them before using for she knew they accumulate dust bacteria. Moreover, she realized that most fruits are sprayed with poisonous substances in the orchards, and some of this may still be on the fruit. Do not wash fruits until just before they are to be used, however, because they tend to spoil more easily when wet. If fresh fruits are chilled before serving, they are more appetizing. Those fruits which require sugar



Tomato juice is good for breakfast



In summer melon is delicious

Stewed prunes are healthful the year round

Cereal Institute, Chicago



should have very small amounts of sugar added to them for breakfast. Powdered sugar dissolves more quickly.

In preparing oranges and grapefruit Jane used these directions:

¶ Sliced orange

Navel oranges are best for sliced oranges because they contain no seeds. Wash and dry the fruit.

With a paring knife make several lengthwise cuts in the skin.

Remove the skin and with a paring knife scrape away the white fibrous material that clings to the fruit.

With a sharp knife cut the orange into thin slices, cutting across the sections.

Arrange attractively on a small individual plate.

¶ Orange sections

Wash and dry the fruit.

With a paring knife make several lengthwise cuts in the skin.

Remove the skin and scrape away the white fibrous material.

Separate the sections of the orange, being careful not to break the membrane around each.

Arrange sections in a circular form on an individual plate with the ends of the sections closer together near the center of the plate and the sections wider apart toward the rim.

A small amount of powdered sugar to dip the fruit in may be placed in the center of the plate if desired.

¶ Grapefruit

Wash and dry the fruit.

Cut in half, across the fruit.

With your kitchen scissors, cut the membrane of each section close to the core.

Then cut across the bottom of the core.

Lift it out.

Remove any seeds.

With a paring knife or a grapefruit knife cut around each section inside the white membrane so that the pulp may be removed easily with a spoon.

Sweeten with a small amount of powdered sugar if desired; however, some people prefer salt with their grapefruit.

Honey may be used in place of sugar, though a tree-ripened grapefruit really needs no sweetening.

How should dried fruits be prepared? As the winter wore on and there were fewer fresh fruits available, Jane turned to some of the dried fruits to give variety to her menus. Dried fruits keep well because the moisture has been removed from them and they are usually more economical than canned fruits.

In order to remove dirt, bacteria, and sulfur used in the drying process, dried fruits that are not labeled "Pasteurized" must be washed before they are eaten or cooked. They should then be soaked to restore the water that was taken out when they were dried. Dried fruit can be cooked without soaking, but soaking makes the fruit more tender and shortens the time required for cooking. To get the best results in flavor and appearance, the fruit should be soaked in hot water a short time rather than in cold water for a long period or overnight. When the fruit has plumped to nearly its original shape, it is sufficiently soaked.

The water in which the fruit was soaked contains sugar, minerals, and flavoring materials that have been dissolved in the soaking process, and it should therefore be used in cooking the fruit. The fruit should be simmered slowly, for violent boiling will break it to pieces.

In cooking dried fruit, add the necessary sugar after the fruit is tender. If the sugar is added at first, it will toughen the tissues, thus making it difficult for the fruit to absorb moisture readily and to develop its finest flavor. This warning is especially important, since your aim should be to have the finished product as much like fresh fruit as possible; that is, you should make every attempt to preserve its tender quality and its delicate, rich flavor.

Almost all dried prunes and apricots are grown and processed in California

Knell for Department of Agriculture



(| **Stewed apricots: four servings**

24 apricot halves 6 T. sugar

Water enough to cover

Place the apricots in a bowl.

Add enough water to cover the fruit; allow the fruit to remain in the water from 5 to 10 minutes to loosen the dirt; then pour off this water and wash the apricots thoroughly in fresh water.

Place the washed apricots in a saucepan.

Add enough water to cover them.

Cover the saucepan; soak until the fruit is plump.

Put the covered saucepan over the heat and cook the apricots at a simmering temperature until they are tender when pierced with a fork.

When they are tender, add the sugar, and cook only until the sugar is dissolved.

Serve in sauce dishes, pouring the sirup over the fruit.

What types of breakfast foods are available? With cooler weather, appetites grow heartier. The need for more warm foods for breakfast was apparent to Jane. She began to substitute cooked cereal for the ready-to-serve varieties, which she had used in warm weather. The ready-to-serve breakfast foods are convenient; because they have been cooked in the factory, they require no preparation at home.

In shopping Jane found two other types of breakfast foods on the grocer's shelves. The quick-cooking type requires a short cooking period at home because it has been partially cooked in the factory. The uncooked breakfast foods require long cooking at home because they have not been cooked during the process of getting them ready for market.

What information do labels on breakfast foods give? As Jane began to be responsible for buying the family's food, she became more interested in the labels on the packages she carried home. She noticed the terms "whole grain" and "enriched" in connection with the breakfast foods she purchased and decided that she needed to know more about the structure of grains to understand these terms.

What are the parts of a grain of wheat? A grain consists of three main parts: the bran, the endosperm, and the germ.

The bran is the outer covering of the grain. It consists of several

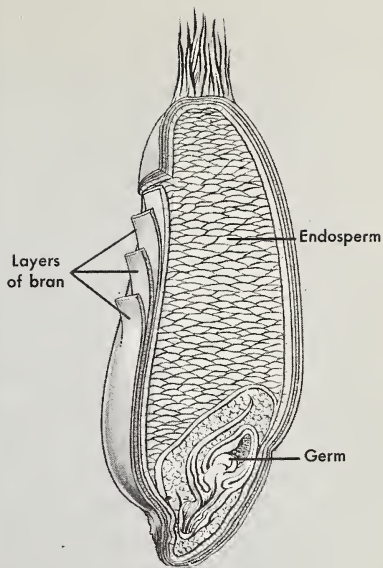
layers, or coats, which act as a protection to the rest of the grain, just as the shells of nuts act as a protection to the meats. The bran is made up of cellulose, minerals, protein, and some vitamin B₁. It is therefore a valuable part of the grain.

The endosperm makes up the largest part of the grain. It consists of starch and some protein. Nature planned this part of the grain as a storehouse of food for the young plant. Until the new plant can put out roots and make growth enough to get food for itself, it uses the starch and protein in the endosperm. Likewise the endosperm is a good source of energy for man.

The germ is the small portion of the grain from which the new plant comes. It contains fat, protein, minerals, and vitamins B₁ and G. This part of the grain tends to spoil more readily than the other parts. For this reason it is often discarded in the process of manufacture.

What is meant by whole-grain, refined, and enriched cereals? Wheat, oats, corn, rice, rye, and barley are some of the common cereals. When cereals are refined, the bran and germ are discarded. The endosperm, or starchy portion of the grain, is ground and sometimes put through still other processes. Thus, in this type of cereal much valuable food material is lost, for the cellulose and most of the minerals and vitamins have been discarded.

When a whole-grain cereal is prepared, the outermost covering of the cereal alone is discarded and the grain is ground. In some cases the germ is removed and the remainder of the cereal is ground or otherwise treated. Whole-grain cereals are more valuable than refined



Cross section of a grain of wheat

cereals, since cellulose, additional minerals, vitamins, and protein have been retained.

A whole-grain cereal can usually be distinguished from a refined cereal by its color. Refined cereals are generally white; whole grains are generally dark. For example, farina is a refined cereal; whereas oatmeal is made from the whole grain.

Refined cereals may be enriched by the addition of certain nutrients. To be labeled "enriched," a food must contain specified amounts of thiamine, riboflavin, niacin, and iron. In addition manufacturers may, and often do, add other minerals and vitamins to increase the nutritional value of their product.

How should cereal breakfast foods be prepared? Cereals are cooked to improve their flavor and soften the cellulose, thus making them more palatable, easier to chew, and less apt to irritate the sensitive digestive tract. Cooking also makes the starch more digestible. The starch is in the form of minute particles called grains. When these grains are moistened and heated they swell, and the digestive juices can act upon them more easily.

In preparing either the quick-cooking cereals or those which require longer cooking, it is desirable to follow the directions which appear on the package. The proportion of cereal to liquid and the time required for cooking as well as the method of preparing the cereal has usually been carefully worked out by the manufacturer to get the best results with his product.

In preparing the quick-cooking or uncooked cereals which are finely ground, take care to prevent lumps from forming when adding the cereal to the water. If the entire amount of cereal is added to the hot water at one time, lumps will form. Lumps form because the particles of cereal which come in contact with the hot water form a gummy mass around the particles of dry cereal. The cereal must be added slowly to the boiling water and stirred constantly until the whole mixture is smooth.

The method usually used in preparing quick-cooking cereals is to stir the cereal slowly into boiling salted water. The mixture is cooked from 1 to 5 minutes over the direct heat and then some cereals are allowed to stand a few minutes without stirring before they are served.

The uncooked cereals may be combined with the required amount of water and cooked the entire time in the double boiler. However, the cooking period can be somewhat shortened and the flavor generally improved by stirring the cereal into the boiling, salted water, cooking the mixture over the direct heat until it is thickened and smooth, and then completing the cooking of the cereal over hot water without stirring. When starch is cooked over the fire, it tends to form a paste which settles to the bottom of the pan and burns quickly. Cooking in a double boiler makes it unnecessary to watch or stir the cereal; it cannot burn as long as there is water in the bottom container.

How may cereals be varied? It is desirable to have some variety in the method of preparing and serving food; if the same foods are prepared and served in the same way day after day, they become monotonous. Cereals may be varied by cooking them in milk instead of in water. This change also adds to their food value. Raisins, dates, apricots, figs, or other dried fruits may be washed, cut up, and added to the cereal a short time before taking it from the fire. Fresh fruits may also be served on cereal. Honey or brown sugar instead of granulated sugar for sweetening are pleasant variations, too.

Preparing a breakfast with a cooked cereal. Jane's breakfast menu by this time was

Tomato Juice
Cooked Cereal with Milk and Sugar
Orange Toast
Milk

In preparing this breakfast, Jane again set the table the previous evening. In the morning, she first put the water for the cereal to heat. Then she lit the oven so it would be hot enough to make the toast. She then set the cereal dishes to warm. She put the milk and sugar on the table, filled the milk, water, and juice glasses, and placed them on the table. She next put the bread in the broiling oven for its first toasting, and prepared the orange-and-sugar mixture (page 202). Next she made the cereal, using a quick-cooking type. When she had spread the toast with the orange mixture and put it back into the broiling oven, she called Susan and her father to breakfast.

Preparing breakfast in the food laboratory. If you would like to prepare this breakfast in the food laboratory, perhaps you could each choose within your group the task which you prefer. These are the recipes which Jane used:

(| **Quick rolled oats: four servings**

1 c. rolled oats 2 c. water $\frac{1}{2}$ t. of salt

Bring the water to boiling.

Add the salt and the cereal slowly to the boiling water.

Cook at boiling temperature 3 minutes, stirring constantly.

(| **Orange toast**

4 slices bread $\frac{1}{2}$ t. orange rind 3 T. granulated sugar

Butter 2 t. orange juice

Light oven. Set regulator at 400° F.

Using broiling oven, toast bread on both sides until it is a golden brown.

Spread toast with butter. Cut into triangles.

Mix orange rind, juice, and sugar together. Spread toast with this mixture.

Just before serving, put back into broiling oven until sugar is melted.

What bread may be used for toast? Jane discovered that toast could be varied as well as fruit and cereals. She found a great variety of breads on the market, each with its characteristic flavor. She could choose rye, Vienna, raisin, cracked wheat, graham, cinnamon, cheese, nut and date, as well as white bread. Jane generally was careful to buy either whole-grain or enriched bread because she knew these had greater food value. She also found it paid to compare the weight and price of different loaves since the size and shape of loaves vary. She bought wrapped bread since she knew it was cleaner and would keep fresh longer.

Why do we serve bread at each meal? Bread is commonly called the staff of life. It is one of the most wholesome and economical foods. Since it is made principally from wheat, it contributes the same food elements to the diet as do the other cereals. White bread supplies some protein, a large amount of carbohydrate, and a small amount

of minerals. Whole-grain breads, such as whole-wheat, graham, or bran, furnish minerals, vitamins, and cellulose in addition to protein and carbohydrate. "Enriched" bread is made from white flour which has had thiamine, niacin, riboflavin, and iron added to it; or from cream-colored flour which has been milled by special methods that retain a considerable portion of the thiamine and iron; or from white flour and "enriched" yeast. Bread furnishes these valuable food elements in a form which is easily digested.

How is bread made? Bread is made from flour, sugar, yeast, and liquid. Sometimes fat is added.

Various kinds of leavening agents may be used in making bread, but yeast is the most common one. Yeast grows when it is kept warm and given moisture and food. If you have ever seen your mother make bread, you know that she is careful to keep it warm. The water or milk used in the bread furnishes the moisture for the yeast plant, and the sugar is its food. As the yeast feeds on the sugar, it grows and gives off carbon dioxide. This forms bubbles of gas throughout the dough and makes it light. After the dough has risen it is usually kneaded. Kneading breaks up the large bubbles of gas into bubbles somewhat smaller and more even in size. Kneading thus gives the bread a fine texture.

Flour is the principal ingredient. Bread flour is made from wheat which contains a certain type of protein. This protein, which is called gluten, is elastic enough to retain the gas bubbles formed by the yeast. It gives the dough a somewhat spongy texture. Cake or pastry flours



Ewing Galloway

Wheat is one of man's most important foods and is truly his "staff of life"

have much less of this elastic, protein quality, because in making pastries a different type of leavening agent is used.

Why do we like toast? Toasted bread gives variety to meals. It looks and tastes different from untoasted bread. The dry heat used in toasting changes some of the starch to a sweet substance and so changes the flavor. The crispness of toast is a pleasant contrast to the soft texture which characterizes many of the breakfast dishes. Toast is more readily digested than any other hot bread.

However, toasting tends to destroy some of the thiamine in bread. Fairly thick slices of bread lightly toasted will show less loss of this vitamin than thinner slices toasted longer.

Bread that is at least twenty-four hours old makes better toast than very fresh bread. Good toast should be evenly browned and served hot. The electric toaster is a convenient and easy appliance for making toast, but equally good toast can be made in a broiling oven or on a toaster that is adapted to use on top of the stove. For toast with a soft center, use enough heat so it will brown quickly. For crisp toast, use a lower heat and expose the bread for a longer time.

How may toast be varied? In addition to using various kinds of bread, toast may be varied by adding other substances to it, as in the case of orange toast and cinnamon toast.

☞ Cinnamon toast

4 slices bread $\frac{1}{4}$ t. cinnamon
1 T. granulated sugar

Cut slices of bread about $\frac{1}{4}$ inch thick.

If the toast is to be served at afternoon tea or at a party, remove the crusts.

Cut each slice in half.

Arrange on the rack of the broiler and brown evenly on both sides.

Mix the sugar and cinnamon.

Spread the toast evenly with butter.

With a teaspoon, sprinkle the sugar and cinnamon mixture evenly.

If the toast is placed on a pan or tray while this is being done, the sugar and cinnamon will not be spilled about.

Return the toast to the broiling oven until the sugar melts.

Serve on a hot plate.

French toast is best made with bread that is somewhat dry. This is one way to use up bread that is not quite fresh enough for table use. French toast is soft rather than crisp and is usually served with jam, sirup, or other sweetening. It fails to give variety in texture to our breakfast, and for these reasons French toast should be served only occasionally, and not as a daily breakfast dish.

([**French toast:** *four servings*

4 slices bread	1 egg
$\frac{1}{2}$ c. milk	2 T. fat
$\frac{1}{8}$ t. salt	

Break the egg into a shallow dish.

Beat slightly with a fork.

Add the salt and milk to the egg.

Beat until mixed.

Put enough fat in frying pan so that bottom of pan will be covered when the fat is melted.

Place the pan on the fire to heat.

Using a fork to hold the bread, dip one side of the bread and then the other in the egg-and-milk mixture.

Dip quickly so that the bread becomes coated but not soaked with the mixture.

Place the dipped bread in the frying pan.

Cook slowly until brown on one side; then turn, and brown the other side. Fat may be added to the frying pan when the pan becomes dry and the toast tends to stick.

Serve on a hot plate with some sweet such as jam, sirup, powdered sugar, honey, or marmalade.

([**Sirup**

$\frac{1}{2}$ c. corn sirup, dark	$\frac{1}{4}$ c. boiling water
2 T. brown sugar	$\frac{1}{8}$ t. salt

Heat the water in a saucepan.

When it begins to boil, add the sugar, corn sirup, and salt.

Bring to a boil again and boil for 3 minutes.

To show that you understand

- 1 In cooking fruit, why is the sugar sometimes added at the beginning of the cooking process and sometimes at the end?

- 2 Why should citrus fruits be included every day in the diet?
- 3 Why is tomato juice a good substitute for orange juice?
- 4 Why is dried fruit cooked in the water in which it was soaked?
- 5 When is the sugar added to dried fruit? Explain this apparent contradiction of the general rule about adding sugar to cooked fruit.
- 6 What is meant by "whole-grain," "refined," and "enriched"?
- 7 What changes take place in cereal when it is cooked?
- 8 How can the preparation of cereals be varied?
- 9 What is the purpose of kneading bread?
- 10 What is gluten?
- 11 What is the disadvantage of toasted bread?
- 12 Why should French toast be served only occasionally?

To show that you can use what you have learned

- 1 Plan a series of breakfasts for yourself for a week. Be sure the breakfasts are adequate and reasonable in cost. Show how you can get variety within the meal when using the same breakfast plan.
- 2 What fresh fruits might be served for breakfast at this time of year?
- 3 Compare the cost of one serving of each of the fruits named above. Compare the food value furnished by referring to the table in the Appendix. Which fruit is most expensive?

UNIT 3

BREAKFASTS FOR SPECIAL OCCASIONS

On Sunday mornings life was a bit more leisurely in the Greene household. Breakfast could be eaten at a later hour and more time could be taken for preparing as well as for eating the meal. Mrs. Greene was usually well enough to eat with the family, and they all made a rather gala occasion of it.

The menu often consisted of fresh fruit, bacon and eggs, toast, cocoa for the girls, and coffee for the adults. Jane and her father usually prepared this breakfast together, with Susan helping wher-



Wouldn't you enjoy a breakfast like this? What fruit might you serve as a first course?

ever she could. They served the eggs in various ways: soft-cooked, poached on toast, or scrambled.

In what ways are eggs prepared? Eggs should always be washed before using; when an egg is opened, the contents often run over the outside of the shell, taking along whatever dirt or bacteria have accumulated there. If you are not certain that the eggs are strictly fresh, it is wise to break them one at a time into a small dish. In this way you can avoid spoiling several good eggs by breaking into them one bad egg.

To open an egg, make a crack in the center of the egg with a knife. Holding the egg with both hands, insert both thumbnails in the crack and gently but firmly pull the shell apart. Drop the egg gently into a dish. Eggs are cooked to change their consistency and to make them palatable. If they are cooked slowly at a temperature

below boiling, they will be more tender than if they are cooked rapidly at boiling temperatures. Overcooking, even at low temperatures, makes eggs tough. Except when prepared as deviled eggs, eggs should be served as soon as they are prepared, for they are more palatable while hot and freshly cooked.

☞ **Soft-cooked eggs**

Allow 2 cups of water for the first egg and 1 cup more for each additional egg.

Heat the water in a saucepan to the boiling point.

Wash the eggs.

Using a tablespoon, gently lower the eggs into the water.

Lower the flame or pull the pan to one side so that the water does not boil.

Keep the pan covered and let it stand for about 6 minutes.

☞ **Scrambled eggs: four servings**

4 eggs	Few grains pepper	$\frac{1}{4}$ t. salt
4 T. milk	1 T. fat	

Wash the eggs and break them into a bowl.

Beat with a fork until the yolks and whites are well blended.

Add the milk, salt, and pepper.

Place the fat in a frying pan and melt.

When the fat is melted, pour the egg mixture into the frying pan and cook over a low heat.

When the mixture begins to set, stir with a spatula and lift so that the uncooked portion may come in contact with the pan.

Remove from the heat as soon as the mixture is set but still jellylike.

Serve at once.

Scrambled eggs made in this manner should consist of loose, tender rolls of egg in which no white shows.

☞ **Poached eggs**

Grease the sides and bottom of a frying pan.

Fill the pan two-thirds full of water. (The water should be deep enough to cover the egg.)

Add $\frac{1}{2}$ teaspoon of salt for each cup of water.

Heat the salted water to the boiling point.

Break an egg into a sauce dish.

Slide the egg into the water.

When the required number of eggs are in the pan, cover and lower heat or pull pan to one side so that water does not boil.

Cook until the white is firm.

Remove the eggs from the water with a perforated skimmer.

Serve on buttered toast which has been made while eggs were cooking.

If a buttered muffin ring or egg poacher is placed in the frying pan and eggs cooked in it, the eggs will be regular in shape.

Eggs may be poached in milk if preferred.

Why are eggs valuable in our diets? An egg contains everything needed for the development of a chicken. Therefore, it must contain body-building material. Eggs are a valuable source of protein and as such may be used in place of meat. Eggs contain calcium, phosphorus, and iron. However, eggs are not so rich in calcium as one might think, for much of the calcium used in the development of the chicken is obtained from the shell.

The yolk of the egg is rich in fat. This fat is in a finely divided form which can be readily acted upon by the digestive juices. Egg yolk is generally rich in vitamins A, B₁, and D, the amount depending on the kind of food that was fed the hen and the amount of sunshine to which it was exposed. Although eggs are an excellent source of vitamin B₂, they are really deficient in vitamin C.

Eggs are also valuable because they can be readily digested and can be efficiently used by the body. Contrary to old beliefs, eggs that are properly cooked are more readily digested than raw ones, and eggs that are cooked at temperatures below the boiling point are more easily digested than those cooked at boiling temperature.

Structure of eggs. An egg consists of the shell, white, yolk, and germ spot. The shell is porous. This means that air and moisture are able to pass through it. The air brings bacteria into the egg, and they cause it to spoil as they grow and multiply. When an egg is laid, it is coated with a mucus which forms a thin film over the shell. This film tends to seal the pores and helps to keep the moisture in and the air out. When eggs are washed this film is removed. For this reason, eggs should not be washed until just before using.

The white of the egg lies in a membrane just inside the shell. It

consists of two parts, the thick white around the yolk and the thin white just inside the membrane. As an egg grows old, the thick white becomes thin, and the entire egg white appears watery.

The egg yolk is also contained in a membrane. At each end of the yolk there is a cord, called the yolk anchor, which holds the yolk near the center of the egg. The yolk varies in color from pale yellow to orange, depending on the hen's food. As the egg grows old, some of the water from the white passes through the membrane into the yolk. This tends to stretch the membrane and flatten the yolk. This membrane is likely to break when a stale egg is opened.

How may eggs be purchased? Eggs may be purchased in four forms: fresh, storage, frozen, and dried. Fresh eggs are those that have been gathered, cooled, and delivered soon after they were laid.

Eggs may be kept in cold storage from three to nine months. They are usually stored in the spring when they are plentiful and low in price. They must be fresh and of good quality. Before being stored, eggs are tested by candling; that is, the egg is held before a strong light in a dark room, so that the position of the yolk and the size of the air cell which is located at one end of the egg may be seen. As the egg grows old, the water tends to pass out through the pores of the shell, and the air cell at one end of the egg grows larger. As the white becomes thin, the yolk drops lower in the egg. Candling reveals any such changes in the egg.

Storage eggs have a slightly different flavor from that of fresh eggs. However, if the eggs were of good quality when stored and the conditions of storage were satisfactory, they have retained their food value. We generally use fresh eggs for table use and often use storage eggs for cooking in cake, muffins, and desserts.

Frozen and dried eggs may be used in making baked goods, noodles, mayonnaise, and other prepared foods. Broken and cracked eggs are usually marketed in the form of frozen eggs.

The color and the size of the eggs and the season of the year affect their price. Eggs are usually cheaper in the spring when the hens are laying freely; however, the fact that the surplus eggs can be kept in cold storage helps to stabilize their price. Since small eggs do not contain as much food value as larger eggs, they usually cost less. There

may be as much as a half-pound difference in the weight of a dozen small eggs and a dozen large ones. In addition, color affects the price of eggs in some localities. In some sections white eggs are preferred and in others brown eggs, but there is actually no difference in the food value of the two.

What are the indications of a fresh egg? Eggs may be tested for freshness by placing them in a pan of water. A fresh egg will sink to the bottom of the pan; a stale egg will float. When opened, a fresh egg has no odor, the white is clear and thick, and the yolk holds its shape and does not flatten out. You can see one reason why very fresh eggs are preferred for poaching—they retain their shape more readily.

How may bacon be cooked? Bacon should be golden brown, crisp, and fairly straight when cooked. It may be pan broiled on top of the stove, broiled under the oven flame, or baked in the oven.

☞ **Pan-broiled bacon**

If the rind has not been removed from the bacon, trim it off.

Place the bacon in a cold frying pan, being careful that the slices do not overlap.

Cook slowly over a low heat until the slices begin to curl.

Then turn.

Pour off the excess fat as it cooks out.

There should be just enough fat to keep the bottom of the pan well greased.

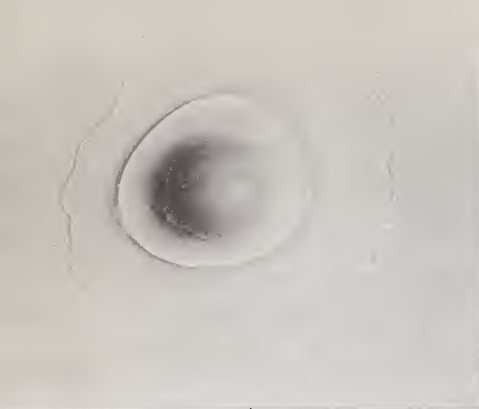
Cook until golden brown and crisp, but not until dry and hard.

Drain on absorbent paper.

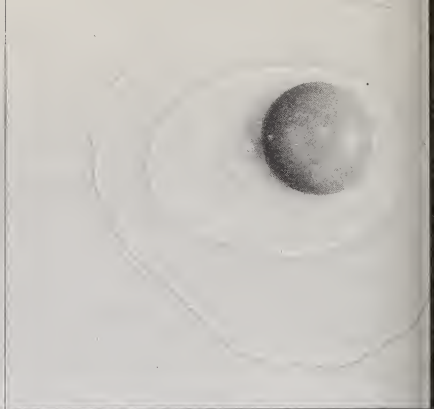
Serve hot.

Of what value is bacon as a food? Bacon is one of our most common breakfast meats, and it is often served with eggs. Bacon is largely fat, but it is readily digested because the fat melts at a low temperature. Some of the fat is lost in cooking, but that which is retained is a valuable source of energy. We like the distinctive flavor and the crisp texture of bacon.

Good bacon has a smooth rind, is firm, and the fat is well streaked with lean. Bacon may be bought by the piece or sliced. It is usually



Grade AA Egg covers small area; much thick white surrounds yolk; has small amount of thin white; yolk round and upstanding



Grade A Egg covers moderate area; has considerable thick white; medium amount of thin white; yolk round and upstanding

THESE ARE THE FOUR STANDARD QUALITIES OF EGGS AS THEY LOOK WHEN BROKEN OUT OF THEIR SHELLS

Grade B Egg covers wide area; has small amount of thick white; much thin white; yolk somewhat flattened and enlarged

Grade C Egg covers very wide area; has no thick white; large amount of thin white thinly spread; yolk very flat and enlarged

Department of Agriculture, Production and Marketing Administration



bought by brand or trade name, and meat-packing companies generally have several grades of bacon with a name for each.

What beverages are used at breakfast? The most familiar beverages are tea, coffee, cocoa, and milk. Milk is the beverage recommended by nutritionists for people who have not achieved their full growth. Since cocoa is made with milk, it too is considered suitable. Tea and coffee are unwholesome for several reasons. First, they have no food value. They do not furnish fuel, building materials, minerals, or vitamins. Second, they contain a stimulating drug. This means that they make one feel active and energetic without giving the body food to use for energy. Under these conditions the body, to carry on these activities, must use materials which would normally be used for growth. Third, the person who drinks coffee or tea will probably not drink milk. Since one needs one quart of milk a day, it is important to have a glass with each meal; tea or coffee will crowd out that glass of milk.

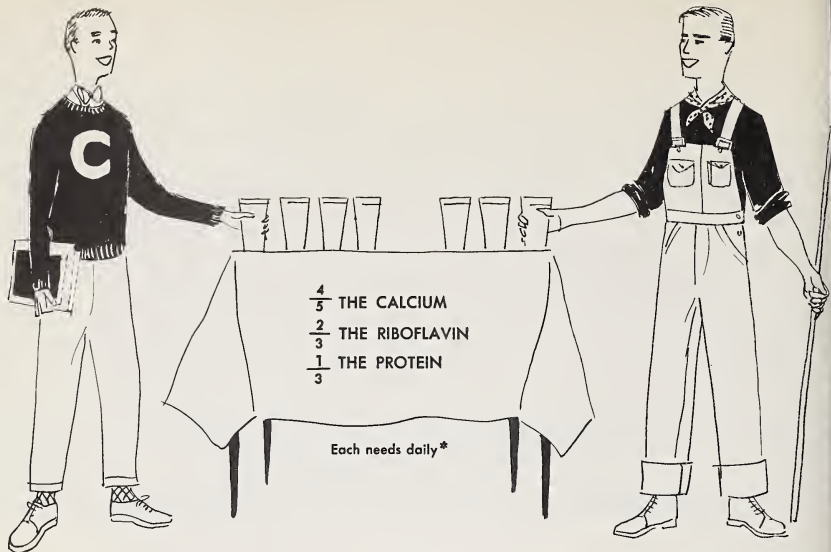
Why is milk valuable? Milk is more than a beverage; it is a valuable food. Cow's milk contains all the materials needed by a calf during the period when it is growing very rapidly, and it is likewise valuable for the growing young of the human family. It contains material to supply energy and to build and repair tissues and also some of the regulating and protective food elements.

The sugar and fat in milk furnish energy. The fat is the part called cream; since it is in a liquid form, it is easily digested. The protein of milk is of good quality and is readily used by the body. As for minerals, milk contains large amounts of calcium and phosphorus, but only a small amount of iron. No other food is so rich in calcium and if young people are to attain their full growth, they must supply their bodies with plenty of this bone-building mineral.

Milk is a good source of vitamin A and of riboflavin and it supplies some thiamine.

Milk is lacking in cellulose, and is either lacking or low in vitamins C and D and low in iron. These food elements are supplied by other foods in the diet.

What kinds of milk can we buy? *Pasteurized Milk*. The cap on a milk bottle may carry the label "Pasteurized." Pasteurized milk has



Adapted from National Dairy Chart

Four glasses of milk for a sixteen-year-old boy, or three glasses of milk for an active man, give a good start towards supplying many of the daily food requirements

been heated to at least 142° F., kept at that temperature for 30 minutes, and then cooled rapidly. This process destroys all the disease-producing bacteria in the milk. It does not mean, however, that all bacteria are destroyed, for milk contains a harmless type of bacteria as well as the harmful disease-producing type. It would be necessary to boil milk in order to kill all the bacteria in it, and boiling changes the flavor of milk. Since pasteurizing does not greatly change the flavor, dairymen use this method of making milk safe to drink. Milk which has not been pasteurized is known as raw milk.

Certified Milk. Certified milk guarantees a very high standard of purity. It is produced under specified sanitary conditions, which are checked by frequent, thorough inspection. This milk contains a small number of bacteria and must be delivered to you within a specified time after milking. It need contain no more butter fat than the amount required by the milk ordinance. It may be purchased as raw or as pasteurized milk. This high standard of purity makes certified milk more expensive to produce; therefore the retail price is higher. It is commonly used for babies, invalids, or in cases where a doctor has specified it.

Homogenized Milk. Homogenized milk is whole milk that has been put through a special process under high pressure which breaks up the cream into very fine particles and distributes them evenly throughout the milk; the cream does not rise again to the top. Milk so treated has a creamier taste. Homogenized milk may have vitamin D added to it.

Skim Milk. You have noticed that when a bottle of milk stands undisturbed the cream rises to the top. If this cream or top milk is poured off, the liquid remaining in the bottle is skim milk. When the cream and milk are mixed together, the result is called whole milk.

A cup of skim milk furnishes only 74 calories, while the same amount of whole milk gives 166 calories. Skim milk is not so rich in flavor as whole milk, and it is poor in vitamin A. However, skim milk is about as rich as whole milk in protein, calcium, phosphorus, iron, and thiamine and riboflavin. It costs less than whole milk. Skim milk and a small amount of butter or fortified margarine can be used in place of whole milk, and is better economy than buying too little whole milk each day.

Buttermilk. Buttermilk is the liquid left after butter has been made. Churned buttermilk has about the same food value as skim milk. Buttermilk may also be made by adding lactone tablets to whole milk. This type of buttermilk has the same food value as whole milk.

Dried Milk. Dried milk is made by removing the water from either whole milk or skim milk. Dried milk is sometimes called powdered milk because of its form. Before using, water must be added to convert it into liquid form. It is often used in malted milk, in ice cream, in bakery goods, and wherever fresh milk is not available.

Condensed Milk. Condensed milk is prepared by removing some of the water from whole milk by heating at a low temperature. Sugar is added so that it will keep better, and the milk is then canned.

Evaporated Milk. Evaporated milk is also made from whole milk. Some of the water is evaporated; then the milk is canned and heated to a high temperature. No sugar is added.

Canned milks have about the same food value as whole milk except that any vitamin C is probably destroyed by heating. They will keep for rather long periods of time. Their flavor, which results from their preparation, may make them less desirable as a beverage, but they are often used in cooking and when it is not possible to obtain fresh milk.

How should we care for milk? Milk should be kept clean, sweet, and free from contamination. What causes milk to sour? Have you ever tried adding a small amount of acid, such as vinegar, to milk? If you have, you know that the appearance of the milk then is that of sour milk. Milk becomes sour because harmless bacteria in it act on the milk's sugar and produce an acid. It is this acid that gives sour milk its characteristic odor and curdled appearance. Warmth favors the growth of bacteria.

As soon as milk is delivered, it should be placed in the refrigerator. When you use milk in cooking, measure out the amount needed and return the bottle to the refrigerator at once. Do not let the bottle stand in the hot kitchen until the cooking process is finished. After a meal, the milk or cream taken from the table should be put into the refrigerator immediately.

Milk will keep better if old and new milk are not mixed. Left-over milk that has been poured out for table use should not be returned to the original bottle with what was left in the bottle, but should be put into some other container.

Milk absorbs odors and flavors. For this reason it should be kept covered. Covering milk also keeps out dust, dirt, and bacteria. To avoid contaminating milk, wash the top of the bottle before removing the cap unless the cap protects the rim of the bottle.

What is the value of cocoa? Since cocoa is made principally of milk, it is a valuable beverage. However, it has one disadvantage. It contains a substance which acts as a stimulant. For this reason it should not be made too strong, and it should not be used in place of milk at every meal.

Cocoa and chocolate are made from the seed of an evergreen tree. In the process of making cocoa, in the form in which we buy it, most of the fat is taken out and the material is ground to a powder. The fat

is left in chocolate and the chocolate is molded into cakes. Because of the fat content, therefore, chocolate makes a richer beverage than cocoa. Beverage cocoa has more fuel value than milk, because cocoa and sugar add to the energy value of the milk.

How do we prepare cocoa? Cocoa contains starch, and you have already learned that when starchy substances are added to a hot liquid, lumps will be formed. If the cocoa is first mixed with a cold liquid or some coarse ingredient like sugar, the liquid or sugar tends to separate the starch grains and prevent lumps. In the recipe given below both a cold liquid and sugar are used in this way. Because cocoa contains starch it must be boiled. Boiling improves the flavor and makes the starch easier to digest. It also gives more body to the beverage and helps to keep the cocoa from separating from the milk.

Because milk scorches easily over high heat, it is desirable to use a double boiler for making cocoa. If all members of the family do not eat breakfast at the same time, the cocoa can more easily be kept hot in a double boiler.

When hot cocoa stands, a scum, caused by the action of the air on the protein in the milk, forms on the surface. If the cocoa is beaten with an egg beater just before serving, a layer of foam will be formed on its surface which will break up any scum which may have formed and will prevent more from forming.

What are the characteristics of good cocoa? Good cocoa should be smooth and well blended. It should be well-flavored, not too sweet, and have no taste of raw starch. It should be served hot. There should be no scum on its surface. The cup in which it is served should be about three-fourths full, so that it can be handled comfortably.

☞ *Cocoa: four servings*

3 T. cocoa	$\frac{2}{3}$ c. water
4 T. sugar	3 c. milk
Few grains salt	

Fill the bottom of the double boiler one-third full of water and heat. Mix together the cocoa, sugar, and salt in the top of the double boiler. Add the $\frac{2}{3}$ cup water gradually. Cook over direct heat, stirring constantly. Boil 5 minutes.



Pan-American Coffee Bureau

Coffee beans are harvested when unripe and allowed to dry under the hot sun of the tropics

Add the milk.

Put over the hot water in the bottom part of the double boiler and steam until the entire mixture is hot.

Just before serving, beat with a rotary beater until there is an inch or more of foam.

Other beverages. Even though you do not drink tea or coffee yourself, you may find in preparing meals at home or in assisting with the preparation of them that you will need to know how to make these beverages. Your mother and father probably use either tea or coffee at some meal of the day.

What is coffee? Coffee is the berry or bean of the coffee tree. Before it can be used, the pulp surrounding the bean must be removed and the bean dried and cleaned. Then the beans are roasted to bring out the flavor. No doubt you have seen coffee ground in the grocery store at the time it is purchased. Coffee loses flavor and becomes stale very rapidly after it is ground. That is the reason why it should not be ground until just before you are ready to use it. The exception to

this rule is vacuum-packed coffee; this is coffee which has been ground and packed in a tightly sealed can from which most of the air has been removed.

Not all coffee is ground to the same size. The customer usually tells the grocer what grind he wants. The grind depends on the method used in making the coffee. For instance, a coarser grind is used in percolators than in drip coffee pots.

Among other things, coffee contains tannin, caffeine, and essential oils. These oils give the flavor to coffee but are lost when it is boiled. Caffeine is the stimulant in coffee. It dissolves readily in water. Tannin dissolves more readily in boiling water than in water just below boiling temperature. If too much tannin is dissolved in the coffee, the beverage will have a bitter flavor.

How do we make coffee? In making coffee, the purpose is to get a clear beverage with the best possible flavor and aroma and the least possible tannin.

Glass, enamel, or earthenware coffee pots are considered better than metal, since metal affects the flavor of the coffee. The pot should be kept absolutely clean by washing it thoroughly and rinsing it in hot water after each using. If the pot is not kept clean, some of the essential oils from the coffee collect on parts of it, and as the pot is heated these oils decompose, giving a disagreeable flavor and odor to the coffee.

Since the essential oils, which give flavor to the coffee, are lost when the coffee is boiled, and since the tannin dissolves readily at boiling temperature, giving the coffee a bitter flavor, you can see that coffee should always be made without boiling to produce the best flavor.

What are the different methods of making coffee? Coffee is called "boiled," percolated, or drip, according to the method used in making it. The amount of coffee used depends upon the taste of the individual. For a beverage of medium strength use 2 tablespoons of coffee to 1 cup of water. The proportions are the same for each of the methods.

Percolated coffee. The coffee is placed in a container in the top of the pot. The water is placed in the bottom. As the water becomes



Besides the well-known percolator, there are several other types of coffee makers: drip, vacuum, and filter

heated, it is forced up through a slender tube, sprays over the coffee grounds, and then returns to the liquid in the bottom of the pot. This is repeated until the coffee is of the desired strength.

In making percolated coffee, the heat must be regulated so that the liquid in the pot is kept below the boiling point to conserve the flavor of the coffee and to keep it from becoming bitter. The various parts of the percolator must be kept absolutely clean, so that no rancid flavors develop. Coffee made in this way is usually clear and sparkling.

Drip coffee. In making drip coffee the water passes through the grounds only once; hence the coffee must be ground very fine to get the best possible flavor. Place the coffee in the container. Pour freshly boiling water into the top of the pot which contains the coffee. Set the pot where the coffee will remain hot but not boil.

What is tea? Tea consists of the leaves of the tea shrub. The grade and price of the tea are determined by the part of the plant from which the leaves are taken. The young small leaves at the tip of the branches make the best grade of tea. For instance, the term "Orange Pekoe" means that the tea is made largely from the first and second leaves of the branch.

In addition to various grades of tea, we may buy three different types: black, green, and oolong. The way in which tea leaves are treated after they are picked determines which type of tea they will be.

In making black tea the leaves are fermented. This process darkens the leaves and makes the flavor less sharp. Green tea is not fermented and hence is more bitter than the black. Oolong is fermented for a shorter time than black tea. Therefore it lies between the black and green in flavor.

Beverage tea contains only those substances which will dissolve from the leaves. These substances are theine, tannin, essential oils, and coloring matter. The amount of each of these substances in a cup of tea depends upon the way in which the tea is made.

Theine is the stimulant in tea. The longer the tea leaves remain in the water, the more of this stimulant will be extracted. If the tea is steeped a short time, only a small amount of theine will be present in the beverage.

Tannin is bitter in flavor. If the tea is steeped too long, too much tannin will be extracted and the tea will be bitter. Since tannin dissolves rapidly at boiling temperature, tea should never be boiled.



Tea must be made with freshly boiling water

The aroma and flavor of tea are due to the essential oils which it contains. Boiling causes these oils to pass into the air and the tea will lack flavor.

How do we make tea? A glass, earthenware, or enamel pot is preferred to a metal one because the metal seems to affect the flavor of the tea. The pot should be scalded with boiling water to freshen it and heat it. The tea may be placed in the pot loose, in a tea ball, or in a cheesecloth bag. If loose tea is used, a second pot should be prepared so that the tea may be drawn from the leaves as soon as it has steeped a sufficient time. The water which is to be used for tea should be brought to the boiling point, but should not be allowed to boil for any length of time. As water boils, the air is driven out of it and it becomes flat in flavor. If this water is used in making tea, it will impart the flat flavor to the tea. Tea should be allowed to steep from 1 to 3 minutes. Steeping for a longer time gives it a bitter flavor.

(**Tea: four cups**

4 t. tea 4 c. water

Scald the teapot with boiling water.

Place the tea in pot or in a tea ball.

Bring the water to the boiling point and pour over the tea leaves.

Cover tightly.

Set in warm place to steep from 1 to 3 minutes.

Remove the ball from pot or drain tea from leaves into another warm pot or pitcher or serve in cups at once.

Serve plain, or with sugar and cream, or with sugar and sliced lemon.

Preparing a guest breakfast at school. Perhaps you would like to prepare an especially nice breakfast at school, such as you might serve when you have guests at home or on a special day such as Sunday or Christmas morning. If possible ask a few guests to your school breakfast. Perhaps you would enjoy entertaining the mothers of your classmates or your home-room teachers, or perhaps some students who are your friends and who would enjoy visiting your class in foods.

What plans must be made for a guest breakfast? If you are going to have guests, you will have to decide how many guests you will be able to entertain, how they are to be invited, and whether the entire



The Best Foods, Inc.

What is the special fun about guests for breakfast?

class can entertain on the same day. It may be better for half the class to have guests one day while the other half are the workers, and then reverse this order the next time you have guests. The invitations must be given a week or so before the breakfast. See pages 316-317 for suggestions on extending oral invitations.

The menu, market order, time schedule, and organization of work must all be carefully planned ahead of time if the breakfast is to go smoothly and be a truly pleasant occasion. The class probably should be organized into committees so that each person will share the responsibilities of the occasion.

Perhaps you will have such committees as these: hostesses, food preparation, serving, and clean-up. The hostesses would be responsible for greeting the guests, taking care of their wraps if necessary, introducing the guests to each other and to members of the class, keeping the conversation going, seating the guests, seeing that the

food is passed and that the guests' needs are looked after, and taking leave of the guests. In addition, the hostesses might be responsible for the table decorations and place cards if you choose to use them.

The serving committee might see that the tables are set, the chairs placed, the food served correctly, the tables cleared at the end of the meal, and the left-overs properly stored. They should take care of any linens and special equipment used on the tables.

The food preparation committee would make out the market order and prepare the food.

The clean-up committee would organize any necessary cleaning of the home economics rooms before the day of the breakfast. They would also see that the silver was polished and all the dishes to be used were clean before the day of the breakfast, as well as take care of the dishwashing and general cleaning-up on that day. Probably the entire class should share in carrying out these plans.

The menu might consist of some form of fresh fruit, such as orange sections, small sausages or bacon with scrambled eggs, cinnamon toast, and cocoa. This is merely a suggestion. Your class may have many better ideas. One method of deciding on a menu is to have everyone in the class submit one. Then the teacher and a committee might select the three best menus. From these three the class could vote for the one to be used.

Whatever menu is decided upon, some of the food will need to be prepared the previous day. In the menu suggested, the oranges could be peeled, the cocoa made, ready to reheat the next day, and the sugar and cinnamon measured and mixed for the toast on the day before the breakfast. Since you have already had recipes for orange sections, scrambled eggs, cinnamon toast, and cocoa, you will need only directions for cooking the sausages. If you are preparing a different menu and need recipes, consult standard cook books in your home economics library.

¶ Sausages

Put the sausages in a frying pan, add water to the depth of $\frac{1}{4}$ inch, cover and steam 5 minutes. Remove the cover and cook until the water is evaporated. Brown the sausages on all sides over a low heat.

How shall you set the table and serve your breakfast? In serving the breakfast, you might have one class member at each table responsible for removing the fruit plate and placing the main course. Another might refill the water glasses and place a cup of cocoa at the right of each place, so that the serving does not proceed too slowly. Or you might designate some girls as waitresses and assign one to each table. This girl will not be entertaining a guest.

Shall the main course be served at the table by the hostess, or shall each plate be served where the food is prepared and be brought to the table with the meat and eggs on it and be placed before each guest? The cinnamon toast will probably be brought on a warm plate and handed to the hostess, who will see that it is passed around the table.

To show that you understand

- 1 Why should eggs be cooked at a point below boiling?
- 2 Why is cocoa a better beverage than tea or coffee for you?
- 3 For what nutrients is milk valuable? Why is milk pasteurized?
- 4 With what foods should skim milk be supplemented?

To show that you can use what you have learned

- 1 Compare the costs of Grade A and Grade B milk. Is Grade A milk worth the difference?
- 2 Compare the cost of fresh whole milk, and dried, condensed, and evaporated milk.
- 3 List ways to include eggs in the diet.

Putting into practice what you have learned

- 1 Break a storage egg and a fresh egg into separate dishes. Compare their appearance and odor.
- 2 Plan a menu for a party breakfast.
- 3 Plan the table decorations, place cards, and favors for this occasion, making samples.



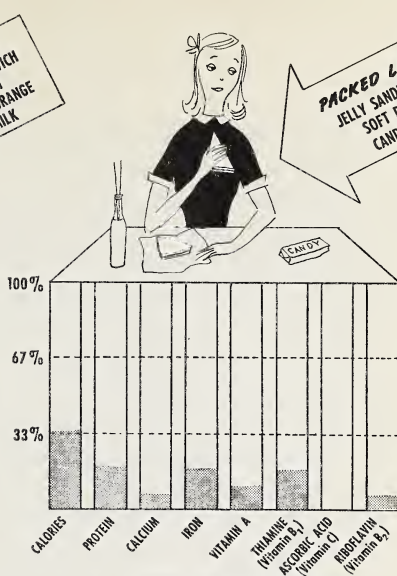
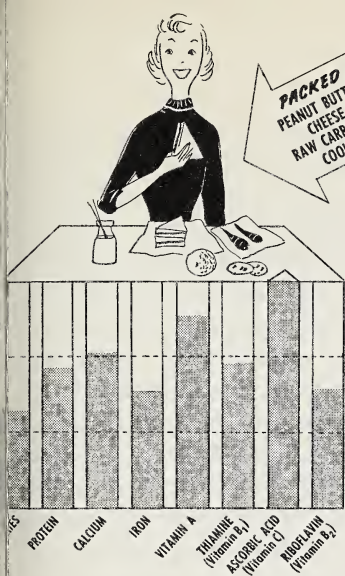
CHAPTER EIGHT

Luncheon

UNIT I

LUNCHEON PLANS

Sara, Marion, and Dorothy had all met after school to plan the program for the next meeting of the Home Economics Club, but Dorothy seemed to be the only one with any ideas. Sara was tired and in an irritable mood. She objected to all of Dorothy's ideas and yet had no suggestions to offer in place of them. Marion did nothing but fuss and worry about how poorly she had done in a history test that afternoon. She couldn't seem to keep her mind on the club plans, so Dorothy received no help from her. Perhaps if the girls had thought back to their lunches, they might have found the real source of their troubles, but in no case did any of them connect their feelings after school with their eating habits.



Adapted from National Dairy Chart

If your lunch includes about one third of your daily food supply, you can be more certain of having enough afternoon energy

Dorothy had eaten a wholesome lunch consisting of a bowl of vegetable soup, a fruit salad, a sandwich, and a glass of milk. Since this lunch was composed of substantial, easily digested foods, including a warm dish and plenty of minerals and vitamins, Dorothy was refreshed and invigorated after she had eaten it. Consequently she was able to direct her attention to her work in her afternoon classes and handle her tasks in an efficient manner. At the close of school she was glad of a change from the routine of class work, and was able to enter into extra-curricular activities with enthusiasm.

Sara, on the other hand, had eaten no lunch. She said she was reducing; skipping a meal now and then was her idea of cutting down on fuel, regardless of how much she ate at other times of the day. Her fatigue and irritability were due to the fact that she was driving her mind and body to activity without providing fuel for that activity.

Marion said she didn't have time to eat a good lunch because she had had to do an errand during her noon hour. So she gobbled a hamburger and a bottle of coke at the corner drug store and then rushed back to school. Between rushing about and her poor lunch,

she was in no frame of mind to do any kind of work, let alone to take a test.

If Dorothy had pointed out that a better lunch might have helped the history test, Marion would probably have laughed at her. But you all know that the athletic coach specifies what his team should eat during the entire football season, as well as the kind of meal they should have just before the big game. You recognize that football is not only muscular work but brain work as well. If the kind of food the team eats influences the score of the game, isn't it reasonable to assume that your eating habits will affect your grades in your classes?

What are the characteristics of a good lunch? The food planned for luncheon should be of a kind that is light and easily digested; but it must furnish enough fuel to provide the energy for the activities of the afternoon. If the food is too heavy, so much energy will be required for digestion that there will be a lack of enthusiasm and ambition for the afternoon's work. If too little is eaten, there will be a feeling of fatigue and a lack of energy before the evening meal. Therefore, if you wish to feel alert and ready for work or leisure activities in the afternoon, your luncheon must have adequate, easily digested food to provide energy for the period of time between the noon and evening meals.

Since most lunches are eaten in the middle of the day when you or your mother is busy with the day's work, this meal should be one that can be simply and easily prepared and quickly served. There are several types of adequate luncheons. An adequate luncheon depends upon one's occupation, the whole day's food plan, and the general needs of the body. It should be easy to plan an adequate luncheon for a high-school girl.

During the school year, part of a high-school girl's afternoon is spent in the classroom. These are not physically active hours; but the hours after school, whenever the weather permits, should be spent in physical exercise in the fresh air. Outdoor exercise is necessary in order to develop a strong, healthy body. Since you are generally active in the afternoon you should be sure to eat an adequate lunch, about one third of your day's calories.

Luncheon must also provide some protein, minerals, and vitamins.

These are elements, as you have already learned, which are necessary for growth, for repair, and for the regulation of certain processes of the body.

To stimulate the appetite the lunch should be attractive; it should contain contrasts in flavor, texture, and color. A meal that has some soft and some crisp foods, as well as some sweet and some tart flavors, is more interesting than a meal lacking in these contrasts. One hot dish should be included in the menu to aid digestion.

What are the different types of luncheons? A very light luncheon would consist of a main dish, such as creamed eggs, some kind of bread, a beverage, and a dessert of fruit. If a salad is added, it becomes a medium lunch and would be more interesting to eat as well as provide greater food value. If a soup is added, it becomes a heavy luncheon, and if a vegetable is also included, it would be a very heavy luncheon. Which of these do you think would be adequate for you?

Some of the foods most frequently used for luncheon are cream

This summer luncheon tray has tuna fish salad, carrot sticks, celery stalks, radish, rye bread and butter sandwich, oatmeal cookies, and molasses milk shake

H-O Oatmeal



soups or vegetable soups made with or without meat stock; baked dishes, such as stuffed potatoes, rice and tomato, rice and cheese, macaroni with cheese, escalloped vegetables; dried vegetables, such as navy beans, Lima beans, split peas, or lentils prepared in some way; and certain types of sandwiches. Some kind of bread is served if the main dish does not contain too much cereal food. Hot breads are popular for luncheon. The dessert is usually some kind of fruit, fresh or stewed, or a simple, light pudding. The kind of beverage used will of course depend upon the other foods, but milk should be used in some way.

To show that you understand

- 1 What evidences of poor eating habits did Marion and Sara show?
- 2 What are the characteristics of a good lunch?
- 3 Why should each meal include at least one warm food?
- 4 Describe a light, medium, and heavy luncheon.
- 5 What determines which type of lunch you should eat?

UNIT 2

CREAM SOUPS

USED AS THE MAIN DISH AT LUNCH

Cream soups may be served at either lunch or dinner. When served at dinner, the soup is used as an appetizer. For this purpose it is usually a thin soup, seasoned well, and served in small quantities so that the appetite will be aroused but not satisfied.

Cream soups make an excellent main dish at lunch. When so used, they are often made a little thicker in consistency and served in larger portions. Since they are made principally of milk and vegetables, cream soups are a good source of minerals and vitamins. The milk furnishes some protein also; the flour and fat used in the soup supply some energy; in addition, because the soup is served hot, it stimulates the appetite and aids digestion. To make a well-balanced lunch, some form of bread, such as a sandwich, and a dessert might be served with

the soup. Or a good lunch might consist of cream soup, a salad, and some form of bread. A dessert might or might not be included, depending on the energy requirement to be fulfilled.

What are the characteristics of good cream soup? Good cream soup should have about the consistency of thin cream. It should be without lumps, well-seasoned, and should be served piping hot. Sometimes the white sauce is made thicker and a larger proportion of strained vegetables added. This type of soup is known as a purée. When this thicker white sauce is combined with vegetables, fish, or meat, it is called a bisque.

How are cream soups prepared?

Any vegetable can be used in making cream soup. The vegetable is cooked in a small amount of water until tender, and put through a strainer. This strained vegetable is combined with thickened milk, called white sauce. Usually equal parts of white sauce and strained vegetables are used. Cream soups furnish a good means of using left-over vegetables.

BECAUSE WHITE SAUCE IS THE BASIC INGREDIENT OF MANY FINE DISHES, YOU SHOULD LEARN TO MAKE IT WELL



Fig. 1. Measure the fat and place in top of double boiler



Fig 2. Measure the flour and salt and add to melted fat



Fig. 3. Measure and add milk, stirring in a little at a time

Fig. 4. Continue stirring until mixture is smooth and thick

National Dairy Council



What is white sauce? White sauce is made by combining fat, flour, milk, and seasonings. The fat and seasonings give flavor to the sauce, and the flour thickens it. White sauce is made in various consistencies, depending on the use to be made of it. The consistency is varied by using different amounts of flour. For cream soups a thin white sauce is used; for creamed and scalloped dishes, such as creamed celery or scalloped potatoes, a medium white sauce; and in making soufflés and croquettes, a thick white sauce.

In making white sauce, take care to combine the flour and liquid in such a way that a smooth mixture results. If lumps are to be prevented, the starch grains must be separated before they are heated. There are several ways to do this. You will recall that in making cocoa, to keep the mixture smooth, the sugar and cold water were mixed with the cocoa before it was heated. In making white sauce, however, melted fat is used to separate the starch grains. The fat is melted, the flour is blended with it, and then the milk is added. The sauce is then heated to the boiling point. It is necessary to stir constantly, so that the starch will be evenly distributed throughout the milk. Boiling causes the sauce to thicken and also destroys the raw-starch flavor. If white sauce is made in the top of the double boiler, it can be placed over hot water and kept warm until needed.

In the following table the correct proportions are given of fat and flour to one cup of milk for making thin, medium, and thick white sauce.

¶ Proportions for thin, medium, and thick white sauce

	<i>Fat</i>	<i>Flour</i>	<i>Milk</i>	<i>Salt</i>
Thin white sauce	1 tablespoon	1 tablespoon	1 cup	$\frac{1}{2}$ teaspoon
Medium white sauce	2 tablespoons	2 tablespoons	1 cup	$\frac{1}{2}$ teaspoon
Thick white sauce	3 tablespoons	3 to 4 tablespoons	1 cup	$\frac{1}{2}$ teaspoon

Melt the fat in the top of the double boiler over direct heat.

When the fat is melted, add the flour and salt, stirring until the fat and flour are blended.

Keep the heat low and stir constantly, so that the mixture does not brown.

Add the milk slowly, stirring to keep the mixture smooth.

Cook until the mixture boils and thickens.

Replace top of double boiler over hot water to keep warm.

What kinds of vegetables are used in cream soups? Either freshly cooked, left-over, or canned vegetables may be used in making cream soups. Since the vegetables must be cooked for cream soups, left-over and canned vegetables are commonly used. If the liquid in the can is used, there will be no loss of minerals.

What should I know about canned foods? If you have ever read the labels on canned foods, you probably know that some labels are more informative than others. Manufacturers are required to tell very little about the food in the can: the label must tell the weight of the contents of the can; whether color has been added; fruit packed in water rather than in sirup must be labeled "water-pack"; and if the food does not come up to the requirements set by the government for Standard Grade, it must be marked "Below the United States Standard."

However, many manufacturers try to keep the consumer from buying blindly by giving considerable information on the label. The following grades have been set up by the government in grading canned vegetables: Fancy, Extra Standard, Standard, and Substandard. Fancy is the best grade and consists of the best flavored and most tender vegetables, uniform in size, color, shape, and tenderness. Extra Standard means that the vegetables in this grade are not quite so young and may not be so uniform as those in the Fancy grade. They are, however, tender and fine in flavor. Canned vegetables which are marked Standard are more mature than those used in the other two grades; the flavor is less delicate, and the vegetables are less uniform in shape, size, and color. Substandard Grade is made up of vegetables which do not come up to the requirements for the Standard grade. The four grades may also be indicated by letters: Grade A is the same as Fancy, Grade B is the same as Extra Standard, C is the same as Standard, and Off Grade is used for Substandard.

If the letters U.S. precede the grade name on the label, this indicates that the product has been continuously inspected and graded by the Agricultural Marketing Service of the United States Department of Agriculture. Continuous inspection means that a qualified person is stationed at the plant by the United States Department of Agriculture to see that sanitary requirements are fulfilled. This person also



What does this picture prove about the need to label cans to show their capacity?

inspects the products during their preparation and processing, as well as certifies to the quality of the finished product.

Some manufacturers use brand names of their own to indicate the quality of their product. This practice is confusing because no one could learn all the different grades of different brands.

In addition to grade labeling, the manufacturer sometimes gives a description of the contents of the can. He may tell the number of pieces or servings in the can, the size of the pieces of food; in the case of fruit, the thickness of the sirup is often given. It is especially helpful if you read this information before you buy the product.

The grade to be purchased depends on how the food is to be used. If the vegetables are to be served buttered for dinner, the shape, color, and flavor are important, and one of the better grades is desirable. However, if the vegetable is to be used in making cream soup, where

food value and not the shape of the vegetable is the important consideration, a less expensive grade will serve the purpose very well. The food value in the cheaper grade may be just as high as in the more expensive one.

What sizes of canned foods are available? In considering the size of the can to be purchased, the label is again important. Sizes of cans are indicated by numbers, such as a No. 2 can or a No. 2½ can. Even among the standard-sized cans there are some that look very similar in size, but which actually contain different amounts of food materials. For example, a No. 303 can seems to be the same size as a No. 2 can. There may be very little difference in the price, but there is a difference of nearly four ounces in the contents. All canned foods are labeled to show the weight of the contents of the can. Therefore buying canned foods wisely requires that the weight of the contents rather than the number of the can be considered.

What are the indications of spoilage in canned foods? When you buy canned foods, notice the ends of the can. These should be flat or slightly curved in. Bulging ends indicate that the contents has spoiled. All the seams of the can should be tight, indicating no signs of leakage. If a can is rusty, be sure the rust is only on the surface and has not eaten through the can and allowed air to enter it. When the can is opened, there should be no unusual odor from the contents.

Preparing a luncheon using a cream soup as the main dish. Let us consider a luncheon at which a cream soup is used as the main dish. The menu might be

Cream of Tomato Soup
Waldorf Salad Toasted Cheese Triangles
Milk

This menu fulfills the requirements of a good lunch. It furnishes sufficient fuel. There is protein in the milk and cheese. All of the foods in this menu would give a good supply of minerals and vitamins, and there is also a warm dish. At the same time the luncheon is colorful and it gives variety in flavor and texture. The foods in it are light and easily digested.

In preparing this luncheon at school in groups of four, one girl might prepare the soup, two girls get the salad ready, and one girl



Towie Sterling

Your luncheon place setting should look like this

set the table and prepare the cheese triangles. The cheese triangles might be served on a large plate, which would be passed around the table.

Using the picture above as a guide, explain what modifications you would need to make in setting the table for your luncheon. You will notice that in setting a table, only the silver and china that are actually needed for this meal are placed on the table. In Chapter Eleven you will find a discussion of table setting, serving, and table manners. Perhaps you will want to read these chapters now and discuss them in class.

In planning this luncheon, each girl must know what supplies and equipment she will need. She must also understand just what she is to do, as well as the best order in which to do it. You might make a plan of work for yourself something like this:

<i>Supplies</i>	<i>Equipment</i>	<i>Order of Work</i>	<i>Time Schedule</i>

In the Supplies column list the actual food supplies you will need and the amounts of each. In the Equipment column list the equipment that you will use. Under Order of Work, list the things you will do in the order that you expect to do them, recording in the last column the time in which you should complete each step. Check these plans with others in the class who have a similar assignment and with your teacher. Your group of four will all need to compare time schedules so that each member of the group will plan to have a particular dish ready at a specified time.

From the following recipes you will be able to plan the details of preparing this meal.

☞ **Cream of tomato soup: *four servings***

2 c. canned tomatoes	2 T. flour
1 slice onion	1 t. salt
1 t. sugar	2 c. milk
2 T. butter or margarine	

Put the tomato, sugar, and onion in a saucepan.

Cover and cook at simmering temperature for about 5 minutes.

Press through a sieve.

Return the strained tomato to the saucepan and keep warm, but do not allow to boil.

Make the white sauce with the remaining ingredients as directed in the recipe on page 232.

Just before serving, pour the strained tomato mixture slowly into the white sauce.

Stir while pouring to keep the mixture smooth.

Serve at once.

¶ **Waldorf salad:** *four servings*

1 apple	$\frac{1}{4}$ c. nut meats
$\frac{2}{3}$ c. diced celery	$\frac{1}{4}$ c. Tokay grapes
4 lettuce leaves	Salad dressing

Wash lettuce and drain.

Wash celery and cut in small pieces.

Wash the grapes, cut in halves, and remove the seeds.

Wash the apple. If the apple has a red skin, leave some or all on for the sake of color. Cut into $\frac{1}{2}$ " dice.

Combine ingredients.

Moisten with salad dressing. Taste. If necessary add a bit of salt.

Serve on lettuce, which has been arranged on chilled plates.

¶ **Cheese triangles**

Toast four slices of bread on one side. Cut in triangles.

Put a layer of grated cheese on the untoasted side.

Return to broiler until cheese is melted and slightly brown.

To show that you understand

- 1 Why is cream soup a good luncheon dish?
- 2 What are the characteristics of well-made cream soup?
- 3 How are cream soups made?
- 4 What is white sauce?
- 5 Name some dishes in which white sauce is used.
- 6 How can a smooth white sauce be made?
- 7 Why are left-over or canned vegetables just as desirable as fresh vegetables for making cream soups?
- 8 What information are canners required to include on their labels?
- 9 What grades are used on canned foods?
- 10 Are all canned foods sold by grade?
- 11 Why would it be better to have canned foods sold by grade rather than by brand name?
- 12 Is it always practical to buy the best grade of canned food?
- 13 In comparing the cost of canned food, why should you always look for the weight of the can's contents rather than judge by the apparent size of the can?
- 14 What indications suggest that the contents of a can has spoiled?

- 15 Why is it well to understand the conventional methods of setting a table even if in your community variations are used?
- 16 What determines how much silver and china should be used in setting a table?



The Best Foods, Inc.

Waldorf salad may be served on a lettuce leaf or may be made very festive by serving in bright-colored apple cups

To show that you can use what
you have learned

- 1 Consult available cook books. Find out what vegetables are commonly used in making cream soups.
- 2 In the recipes that you have found, are all vegetables put through a sieve? What other methods are used?
- 3 What proportion of vegetable pulp to white sauce is used in the recipes that you consulted?
- 4 Consult the labels on any canned goods which you may have at home. Report any information on the grade of food given by the labels.
- 5 What stores in your community sell canned foods by grade?
- 6 What information besides the grade is helpful in buying canned foods?
- 7 Compare the weight and cost of various sizes of canned food. What conclusions do you reach?

MEAT SUBSTITUTES USED AS MAIN DISHES AT LUNCH

What are meat substitutes? If you recall the list of foods that should be eaten in any one day, you will remember that it includes one serving of meat. Meat is usually served at dinner when the whole family is present and the largest meal of the day is eaten. At lunch, foods other than meat which contain large amounts of protein, such as eggs and cheese, may be served as the main dish. Because they are rich in protein, they are often called meat substitutes.

Eggs are valuable for lunch for the same reasons that they are valuable for breakfast. However, if you have had eggs for breakfast you probably will not want them served again for lunch.

Cheese is made from milk and contains protein, fat, some minerals, and vitamins A and G. The protein is in a form which is easily used by the body, and the fat which it contains makes cheese a source of energy. Calcium, phosphorus, and iron are the minerals found in cheese.

What kinds of cheese are available? To make cheese, the protein of the milk is hardened into a curd by allowing the milk to sour or by using a substance called rennet. The whey, or watery portion, of the milk is then drained off, and the curd is pressed into a cake of mild-flavored cheese. If a highly flavored cheese is desired, the cake is allowed to ripen for various periods of time. The development of flavor during this period is due to the growth of bacteria or molds in the cheese.

There are many kinds of cheese on the market. The differences are due to a number of factors. In the first place various kinds of milk may be used in making cheese—goat's milk, sheep's milk, cow's milk, and whole or skimmed milk. The amount of moisture left in the curd also affects the texture of the cheese. In making soft cheese, less whey is drained off than in making hard cheese. The pressing of the cheese also affects the texture; in addition, as was said above, the length of time the cheese is ripened affects both texture and flavor.



National Dairy Council

Can you identify cheddar, roquefort, Swiss and smoked cheeses?

In general, cheeses are classified as soft, semihard, and hard. Cottage cheese and cream cheese are examples of soft cheeses. Roquefort and Stilton cheeses are examples of the semihard cheeses. The dark coloring in Roquefort is caused by a mold, which is put into the cheese to develop its flavor. Swiss, Parmesan, and pineapple are examples of hard cheeses.

Processed cheeses are cheeses that have been reworked. They are often made with a base of mild American cheese to which small amounts of the more highly flavored cheeses are added. The cheese is ground, heated, and packed in boxes. These cheeses have a blend of flavors rather than the flavor of one cheese. Processed cheese keeps moist longer, keeps better than raw cheese, and is easily melted.

How should cheese dishes be prepared? Because cheese is so compact in texture, and because it contains a large amount of fat, it is sometimes thought to be difficult to digest; but if cheese is properly prepared, it is not difficult to digest and is completely used by the body. When preparing cheese dishes the compact texture may be overcome by melting the cheese in a sauce or by grating it. The high fat content may be dealt with by using the cheese with foods having

large amounts of carbohydrate—macaroni and cheese combinations, for example.

The same principles should be applied to cooking cheese as are applied to cooking eggs, because both are protein foods. If cheese is cooked at too high a temperature or for too long a time, it will curdle or form a stringy mass and become tough and rubbery. Cheese should be cooked over hot water and for as short a time as possible.

Preparing a luncheon using cheese as a main dish. Inasmuch as cheese is rich in protein of an excellent quality, it makes a good main dish for luncheon. Various cheese dishes, such as cheese soufflé, macaroni and cheese, Welsh rabbit, are used in this way.

Let us choose Welsh rabbit as the main dish for our luncheon and build our menu around it. Welsh rabbit may be made by adding cheese to thickened liquid, usually milk. It may be thickened with flour, with egg, or with both, and it is served on toast, crackers, or baking-powder biscuit. Our menu might be:

Welsh Rabbit on Toast
Buttered Peas Fresh Fruit Salad
Milk

Again the menu should be checked to see that it fulfills the requirements of good meal planning. The luncheon should provide about one third of the day's food. Do you think this lunch would be adequate in this respect? If not, what might you do to increase its fuel value? Protein is provided in the milk, cheese, and peas. Some minerals and vitamins are provided by each food. The meal is colorful and it furnishes contrasts in color, flavor, and texture.

In preparing this lunch at school, you will save time if you use a frozen vegetable and also gain some experience in cooking frozen foods. You would not have to use peas. Any green vegetable could be substituted; broccoli, asparagus, or green beans would be as suitable as peas. In making the fruit salad, any good combination of fruits could be used. The combination here is merely suggestive. Remember not to have all bland or all sweet fruits. A bit of tartness gives zest to the salad. If grapefruit is used, the frozen or canned fruit will save time in preparation.

In working in groups of four, one girl might prepare the rabbit, two work on the salad and cook the vegetable, and the fourth set the table and make the toast.

Refer to the picture on page 236 and explain exactly how you would modify that setting for your luncheon.

(Welsh rabbit: *four servings*

2 T. fat 1½ c. milk

2 T. flour ⅓ t. salt

Speck dry mustard

4 slices bread

1 c. cheese—grated or cut
in small pieces



Woman's Home Companion

Welsh rabbit is delicious for a luncheon or supper dish

The amount of cheese may be varied according to the flavor desired and the flavor of the cheese used. In the top of a double boiler make the white sauce, using flour, fat, milk, and seasonings.

When the white sauce is thickened, place the top of the double boiler over the hot water in the bottom of the double boiler.

Add the grated cheese, stirring constantly until the cheese is melted.

Serve on crisp toast.

Garnish with a little paprika.

(Buttered peas

Put enough water in a saucepan to cover the bottom of the pan to a depth of one-half inch.

Add salt in the proportion of ¼ teaspoon of salt to 1 cup of water.

Cover and bring to a boil.

Add the frozen peas to the boiling water, breaking them apart so that they will cook uniformly.

Cook at a gentle boil until tender, from 4 to 6 min. Frozen peas cook in one third to one half the time required for fresh peas.

If the water is not fairly well evaporated by the time the peas are tender, it can be drained off and used in soups, sauces, or gravies.

Add 1 tablespoon of butter to the peas and additional seasoning if necessary.

(**Fresh fruit salad: four servings**

8 Grapefruit sections Lettuce or curly endive
8 Orange sections Salad dressing
 $\frac{1}{2}$ Apple

Wash the lettuce or endive and drain as dry as possible.

Using a very sharp knife, peel the orange and the grapefruit, being sure to remove all the white skin. Cut between the sections so that each section comes out without breaking.

Wash the apple. Leave the red skin on for color and cut the apple into sections resembling the orange sections in shape. Make the apple sections fairly thin.

Arrange the fruit on the lettuce or endive, alternating the various kinds to make an attractive arrangement.

Serve with French dressing or a dressing of your choice.

What is French dressing? French dressing is a light salad dressing, which is easily made by combining one part of vinegar or lemon juice with three parts of salad oil. Seasoning is added according to individual taste. The dressing must be shaken or beaten each time before serving because the oil and vinegar separate while standing. This dressing is used most frequently on green salads, but it may be used on other salads also.

Savory French dressing is made by adding a small amount of catsup or Worcestershire sauce to the dressing. For another variation, Roquefort cheese may be broken into small pieces and added to French dressing.

(**French dressing**

$\frac{3}{4}$ c. oil 1 t. salt
 $\frac{1}{4}$ c. vinegar $\frac{1}{2}$ t. paprika

Place the ingredients in a bowl or covered jar.

Chill thoroughly.

Just before serving, beat or shake until the dressing thickens and the ingredients are thoroughly blended.

Preparing a luncheon using eggs as a main dish. Because eggs furnish protein of excellent quality, they may be used as a substitute for meat. If they have not been included in the breakfast menu, they



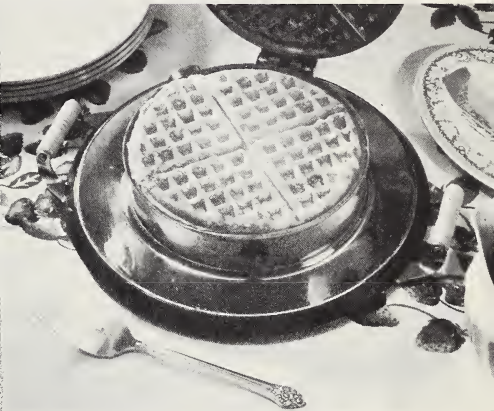
The Kellogg Company



The Best Foods, Inc.



The Best Foods, Inc.



Church and Dwight, Inc.

Muffins, cornbread, apple cake, and waffles are only a few of the popular hot breads

may be included in the luncheon menu in the form of salad or sandwich fillings, as the main dish in the form of creamed eggs, omelets, or soufflés, and even as the dessert in the form of custards and puddings. In this luncheon let us also include a hot bread.

What are hot breads? Various kinds of hot breads, such as muffins, biscuits, waffles, and corn bread, lend variety to our meals, for they can be made in many different ways. Hot breads should not be served at every meal. Because they are soft, they do not furnish any hard surfaces with which to stimulate the gums; and because they are soft and warm, the tendency is to swallow them with little chew-

ing. Thus proper digestion cannot start in the mouth. Hot breads tend to form a soft, doughy mass in the stomach and may not be readily digested, especially if this first step in digestion is slighted.

Variety in breads may be achieved by using a standard recipe and then combining the ingredients in different ways, cooking them in different forms, or using different flours and meals. Bran, rye, buckwheat, graham, whole-wheat, and white flours are used in hot breads, as well as corn meal and oatmeal.

Hot breads are sometimes classified as batters or doughs, according to the proportions of flour and liquid used in them. A batter is a mixture that can be stirred. A *pour* batter consists of equal or almost equal parts of flour and liquid. A very thin batter is used in making popovers, griddle cakes, and often waffles. A *drop* batter is made with less liquid and is the type of batter prepared for muffins and corn bread. A dough is a mixture that must be kneaded to combine the ingredients thoroughly. A soft dough is made of one part liquid to three parts of flour. This type of mixture is used in making baking-powder biscuits.

What kinds of white flour are available? Flour is the ingredient used in the largest quantity in these mixtures. When we go marketing, we find several different types of flour available in the stores. Bread flour is a hard wheat flour which is rich in gluten. Gluten is a compound of various proteins, which gives elasticity to the bread dough and makes it able to hold the carbon dioxide which the yeast gives off. Bread flour is best for mixtures leavened with yeast. Pastry flour is made from soft wheat, which contains less gluten and more starch than hard-wheat flour. Pastry flour is best for mixtures which are leavened with baking powder or baking soda. All-purpose or family flour is a blend of hard and soft wheat flours and thus can be used for mixtures that are leavened either with yeast or with baking powder. Cake flour is specially prepared for cake-making.

Hot breads can be made with either pastry or all-purpose flour, but because all-purpose flour absorbs more moisture than pastry flour, most recipes state which flour is to be used. If a recipe calls for pastry flour and you substitute all-purpose flour, the amount of flour should be reduced in the proportion of 2 tablespoons per cup.

In any kind of flour mixture, accurate measurements are of the greatest importance. If too little flour is used, the product is likely to be soft and soggy and it often falls. If too much flour is used, the product is likely to be dry, coarse in texture, and uneven in shape. Since flour tends to pack together, it is necessary to sift it just before it is measured. Then the sifted flour is spooned lightly into the measuring cup. You learned in Chapter Six that, when filling a measuring cup, you should not tap or shake the cup or pack the flour with the spoon. If you shake or tap the cup, the flour will pack and another sifting will be necessary for accurate measurement. The cup should be filled and then leveled with the straight edge of a knife or spatula.

What leavening agents are used in baking? All flour mixtures must have some leavening agent to make them light. Steam, air, and carbon-dioxide gas are the common leavening agents. In a very thin mixture, as for popovers, steam is formed when the mixture is heated. This steam causes the popovers to rise and makes them light. Air which is beaten into eggs expands or swells when it is heated, and as the air bubbles expand they cause the mixture to rise. As the starch cooks, the mixture sets, and a light product with many small holes results. Carbon-dioxide gas may be given off by the yeast plant as it grows, by soda when it comes in contact with an acid such as sour milk, and by baking powder when it comes in contact with moisture. These bubbles of carbon-dioxide gas expand when they are heated, just as air bubbles do. In expanding they cause the mixture to rise. The mixture sets when the starch is cooked, and the product is thus lightened.

What other ingredients are used in hot breads? Liquid is used in hot breads to hold the ingredients together. The liquid may be either milk or water, but milk adds to the food value of the product, while water does not. Too much liquid produces the same result as too little flour—a soft, soggy product. Too little liquid gives the same dry, harsh texture and uneven shape as does too much flour.

Fat helps to make a tender product, improves the flavor of the bread, and gives a crisp crust. Butter, butter substitutes, lard, vegetable fats, and oils are used. Too much fat results in a soggy product that is likely to fall, giving a heavy unappetizing hot bread.



Fig. 1. Baking-powder biscuit ingredients should be mixed lightly

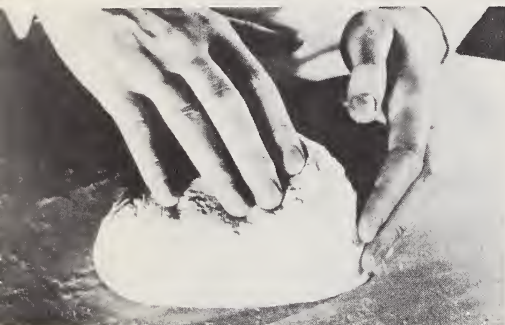


Fig. 2. Turn dough out on floured board



Fig. 3. Roll out to about $\frac{1}{2}$ inch thick

Fig. 4. Cut out biscuits and place on ungreased baking sheet



Eggs are added to bread mixtures for flavor, for color, and to give firmness to the product. If they are thoroughly beaten they may, as we have seen above, act as a leavening agent and help to make the mixture light.

Sugar improves the flavor and helps in browning the product, but too much sugar causes a coarse product that will crumble badly.

Are the ingredients always combined in the same way? A particular order and method of combining the ingredients is necessary for each hot bread. Some mixtures are stirred as little as possible; others are beaten; still others must be kneaded. The way in which the ingredients are combined, as well as the amount of mixing, influences the product. The directions which are carefully given in a good recipe should be followed exactly in order to get good products.

THE SECRET OF GOOD BAKING-POWDER BISCUITS IS TO MIX QUICKLY AND HANDLE LIGHTLY

Fig. 5. Bake until golden brown and serve piping hot



How does the baking temperature affect the product? The temperature for baking and the baking time likewise affect the product. If the oven is too hot, a crust forms over the mixture before it has risen sufficiently. The expanding gas from the leavening agent will push through the crust, cracking it and forming ridges in the product. If the oven is too cool, the dough does not stiffen or set soon enough. This causes a coarse product that tends to shrink or "fall."

Modern ovens have heat regulators built into them. With this device on a gas range, it is necessary only to light the oven, turn the gas on full, and set the indicator at the desired temperature. In an electric range, the indicator is set at the desired temperature. The regulator will keep the oven at the same temperature during the baking period.

Food to be baked should be placed as near the center of the oven as possible. If the oven does not heat evenly, turn the cooking utensil occasionally in order that the food may brown evenly.

What are the characteristics of good baking-powder biscuits? Good biscuits should be symmetrical in shape, have straight sides and level tops, and be very light, fairly smooth, and a golden brown. The crust should be tender and the biscuits should double their size in baking. The inside of the biscuits should be fluffy and flaky, with small holes evenly distributed throughout.

There is more danger of mixing biscuits too little than too much. Since this mixture is a soft dough, it must be kneaded lightly to combine the ingredients thoroughly and to distribute the leavening gas evenly. The dry ingredients are sifted together and the fat is rubbed or cut into them. The liquid is then stirred in vigorously, and the dough is kneaded quickly but thoroughly, patted or rolled, and cut with a biscuit cutter and baked in a hot oven.

¶ **Baking-powder biscuits: eight medium**

1 c. all-purpose flour

$\frac{1}{4}$ t. salt

2 t. baking powder

$2\frac{1}{2}$ T. solid fat

Sift some flour into a bowl.

$\frac{1}{3}$ c. milk

From this sifted flour, measure out the required amount.

Sift the measured flour, salt, and baking powder together into a mixing bowl.

Cut the fat into the flour with two knives or with a pastry blender. Add enough of the milk to make a soft dough.

Stir quickly until the dough becomes too stiff to mix with a spoon.

The dough should be soft but not sticky.

Sift about 1 tablespoonful of flour on a molding board.

Turn out the dough on the board and knead it quickly until the surface of the dough is smooth.

Pat or roll the dough out until it is $\frac{1}{2}$ inch thick.

Dip a biscuit cutter into some flour, shake off any excess flour, and cut the biscuit dough.

Using a spatula, place the biscuits $\frac{1}{2}$ inch apart on an ungreased baking sheet.

Bake in a hot oven (425° - 450° F.) for 12 to 15 minutes.

How are baking-powder biscuits varied? Perhaps before you prepare this luncheon, you would like to have a lesson on baking-powder biscuits. Some of you might prepare the biscuit recipe above and serve them with butter and jelly, and some of you might vary your biscuits in the following ways:

- 1 *Cheese biscuits.* Add $\frac{1}{3}$ cup of grated cheese to dry ingredients.
2. *Orange biscuits.* Top each biscuit with a small lump of sugar which has been dipped in orange juice. Press into biscuit slightly.
- 3 Roll biscuit dough oblong $\frac{1}{4}$ inch thick. Spread with melted butter and marmalade. Roll dough like a jelly roll. Cut in slices $1\frac{1}{2}$ inches thick and bake in greased muffin tins.
- 4 Roll as in No. 3. Spread oblong with melted butter and sprinkle with cinnamon and sugar. Continue as in No. 3.

Preparing a luncheon using eggs as a main dish. Consider the following menu, which uses eggs as a meat substitute and which includes baking-powder biscuits.

Eggs à la king on biscuits

Molded Fruit Salad

Milk

This menu will necessitate preparing the molds of salad the day before the luncheon is served. If you are making the salad dressing rather than using a prepared dressing, it should also be made the day

before. If your class period is limited to a fairly short time, you can partially prepare the biscuits the previous day by measuring and combining the dry ingredients and fat. Then this mixture, which resembles the commercial biscuit mixes, can be stored in a bowl or wax paper bag overnight and the mixing and baking of the biscuits can be completed the next day. The eggs will have to be hard-cooked also. To prepare hard-cooked eggs follow the directions for soft-cooked eggs (p. 208) extending the time to 30 minutes. When the eggs are cooked, if you cool them quickly in cold water, it generally keeps the yolks from turning green and helps prevent the shell membrane from sticking to the egg white, so that the shell comes off easily leaving a smooth egg.

☞ **Eggs à la king: four servings**

3 to 4 hard-cooked eggs	2½ T. flour
1½ T. green pepper, cut fine	½ t. salt
4 mushrooms, sliced	1½ c. milk
3 T. fat	½ canned pimiento, cut in strips

Fill the bottom of the double boiler one-third full of water and heat.

Melt the fat in the top of the double boiler over a low heat. Add the pepper and mushrooms to the melted fat. Cover and cook for 5 minutes keeping the heat low.

Blend the flour and salt into the melted fat.

Add the milk slowly and cook over direct heat until the mixture thickens. Stir constantly. Put over hot water.

Add sliced, hard-cooked eggs and pimiento to sauce.

Serve over baking-powder biscuits, toast, crackers, or fried noodles.

☞ **Molded fruit salad: four servings**

3½ T. gelatin dessert powder
½ c. boiling water
½ c. fruit juice
½ c. each of three kinds of canned fruit, such as cherries, pineapple, and peaches.

Rinse the molds in cold water.

Put gelatin dessert powder in mixing bowl. Add boiling water, stir until gelatin is dissolved.

Add fruit juice.



Knox Gelatine

Many variations of salads and desserts can be made with simple molds

*Add fruit, which has been drained and cut in pieces of suitable size.
Fill into molds.
Chill.*

(Fruit salad dressing

1 c. pineapple juice	1 egg
2 T. flour	3 T. lemon juice
6 T. sugar	$\frac{1}{2}$ pint cream whipped

Mix the flour and sugar together in the top of the double boiler. Add beaten egg to dry ingredients, stirring it in to make a smooth mixture.

Combine pineapple and lemon juice. Stir fruit juices into the first mixture.

Cook over hot water until thickened and smooth, stirring constantly. Cool.

Fold in whipped cream just before serving.

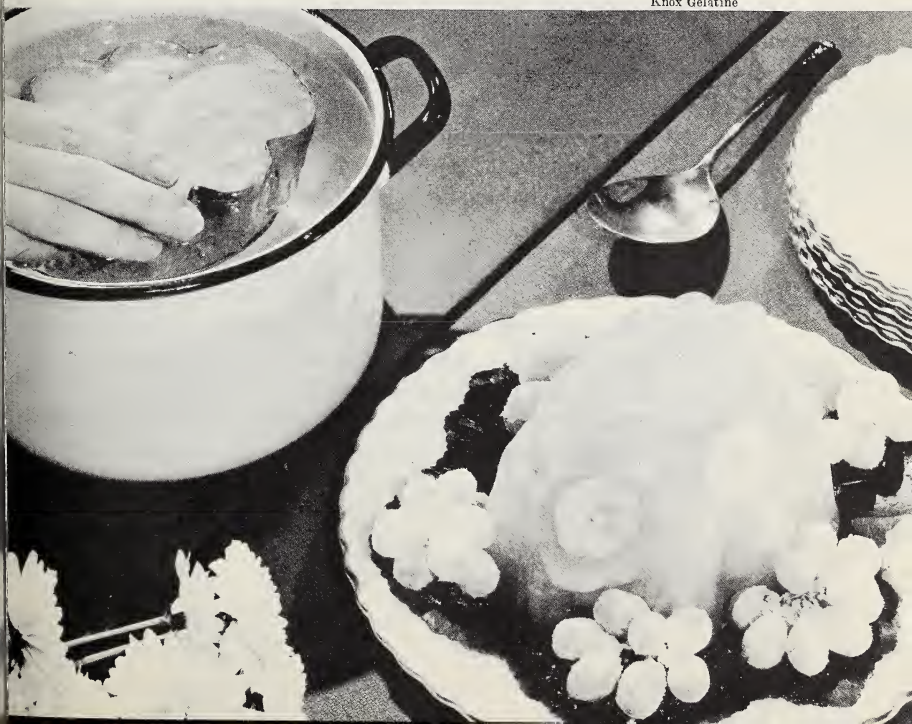
Previous preparation for luncheon. In making preparations for this luncheon the previous day, you will again probably work in a group of four. One girl might be responsible for hard-cooking the eggs, two might prepare the salad and put it into the molds, and the fourth person might get the biscuit mixture ready. If you are making the salad dressing, perhaps some one person might make a recipe for the entire class to use. And some girl might volunteer to wash and separate the lettuce for the entire class so that it would be ready for use the next day. It should be stored in a covered container in the refrigerator, if it is to be crisp and fresh.

Serving the luncheon. On the day the luncheon is to be served, your group could divide the work in this manner: one person would prepare the eggs à la king, one bake the biscuits, one unmold the salad and arrange it on the plates, and one set the table and be responsible for the milk and water.

You will need salt and pepper shakers. If you plan to serve some

To unmold gelatin: Dip the mold in hot water for a few seconds, invert serving plate over mold, hold firmly and turn over, shake slightly to loosen gelatin and remove mold

Knox Gelatine



biscuits to be eaten with butter and jelly, you will need to put the fork on the left of the plate and place a knife on the right. You will also place a bread-and-butter plate at the tip of the fork. A pat of butter should be placed on each bread-and-butter plate. The dish of jelly and the jelly spoon should be placed on the table near the hostess's place.

To show that you understand

- 1 Why are such combinations as cheese and macaroni, cheese and rice, good from a nutritional standpoint?
- 2 Why should cheese be cooked at a low temperature?
- 3 Why are eggs a substitute for meat?
- 4 What are the differences between bread flour, all-purpose flour, and pastry flour?
- 5 If too little flour is used in a mixture, what will the result be?
- 6 What purpose does fat serve in a flour mixture?
- 7 What are the characteristics of good baking-powder biscuits?
- 8 How are biscuits mixed?

To show that you can use what you have learned

- 1 List the names of all the cheeses with which you are familiar. Mark with a check the cheeses that you like best.
- 2 Verify the statement that cheese is a substitute for meat.
- 3 Compare the cost of a serving of meat with the cost of a serving of eggs that would furnish about the same amount of protein.

Putting into practice what you have learned

- 1 Put $\frac{1}{2}$ teaspoon of baking soda in $\frac{1}{2}$ cup of water. Put $\frac{1}{2}$ teaspoon of baking soda in $\frac{1}{2}$ cup of water in which there is a little vinegar. Under what conditions is soda a satisfactory leavening agent?
- 2 Put a teaspoon of baking powder in $\frac{1}{2}$ cup of warm water. Explain the result. Why are baking powder and baking soda not interchangeable in recipes?

SALADS USED AS MAIN DISHES AT LUNCH

Why are salads valuable in your diet? Crisp, colorful salads make meals more appealing and attractive, thereby stimulating both appetite and digestion. Salads are especially valuable for the minerals and vitamins that they furnish. Salads offer many opportunities to use green leafy foods and uncooked fruits and vegetables in an attractive form with no loss of vitamins and minerals in the process of preparation.

Salads may be used as the main dish of the meal; as such they furnish building materials as well as energy. Salad dressings are also a good source of energy, since they contain fat in some form.

Types of salads. Salads are composed of two parts: the body of the salad and the dressing. For the body of the salad an indefinite number of combinations are possible. The proportions of the ingredients in the salad may be varied according to individual taste. In general, the greater part of the salad is made up of mild-flavored foods with small amounts of highly flavored foods added for piquancy.

Salads may be classified as light and heavy. The type to be served depends upon their place in the meal. A light salad is served when it accompanies or follows a main course which is composed of substantial dishes. In this case the salad is generally very simple. It may be made up of fruit or green vegetables served with a simple dressing. It is used to stimulate the appetite and to provide minerals and vitamins but not to satisfy hunger.

A heavy salad is served when it is the main dish of the meal. It may be made up of meats, fish, cheese, eggs, nuts, cooked vegetables, certain fruits, or a combination of some of these foods. Some crisp vegetable is usually included to give variety in texture, and a rich dressing is generally used. This type of salad is valuable for its building materials and energy as well as for its vitamins and minerals.

What salad greens are used? The green, leafy plants on which salads are served should be considered a part of the salad and not

merely a garnish, for these plants are some of the most valuable sources of minerals and vitamins. The greenest leaves provide the most vitamins. Too often lettuce is the only salad plant used. For the sake of variety, as well as for their value, romaine, chicory, French endive, curly endive, escarole, water cress, and Chinese cabbage should be used when they are available.

Since salad plants are eaten without cooking, they must be carefully cleaned. Any wilted or imperfect leaves should be removed, and the remaining leaves should be washed carefully in several waters. To separate the leaves of iceberg lettuce more easily, remove the core from the head of lettuce with a paring knife, hold the head under the faucet, and allow the water to run into the cavity which has been left by the core. When the salad material is thoroughly clean, wrap it in a damp cloth or place it in a covered pan or cellophane bag in the refrigerator

Kinds of salad dressings. In general, salad dressings are made from an acid, such as vinegar or lemon juice, an oil, or in cooked dressings a solid fat, and a variety of seasonings. From these ingredients three types of salad dressings are made—French dressing, mayonnaise, and cooked dressing.

What is mayonnaise? Mayonnaise is an uncooked dressing which is made with whole egg or egg yolk, salad oil, acid, and seasonings. The acid and seasonings are added to the egg yolk or whole egg. Then the oil is added slowly and beaten into the mixture so that a permanent emulsion is formed. The oil is broken up into very small drops by the beating. These drops are coated with the egg mixture, and this coating keeps the drops from joining together again. It is for this reason that, when properly made, the oil in mayonnaise does not separate from the other ingredients. It is known as a permanent emulsion, while French dressing, on the other hand, is known as a temporary emulsion and must therefore be shaken or beaten before each using.

Mayonnaise is a richer dressing than French dressing. It is frequently used on salads which form the main course of the meal, such as meat, egg, and vegetable salads, and it is sometimes used on fruit salad.



Corn Products Refining Company

Making mayonnaise dressing in three steps: Beat the egg with one teaspoon of lemon juice and the seasonings. Continue beating and add oil, a few drops at a time, until $\frac{1}{2}$ cup has been used. Then oil may be added 2 tablespoons at a time. Add remaining vinegar and lemon juice and beat until smooth

Mayonnaise may be varied in a number of ways. Chili sauce is added to mayonnaise to make Russian dressing. Chopped hard-cooked egg, onion, olives, pickles, green peppers, and chili sauce are added to mayonnaise to make Thousand Island dressing.

([Mayonnaise

- | | |
|--|------------------------------|
| 1 egg | $\frac{3}{4}$ t. dry mustard |
| $1\frac{1}{2}$ c. oil | $\frac{1}{2}$ t. paprika |
| $1\frac{1}{2}$ T. vinegar or lemon juice | $\frac{1}{2}$ t. sugar |
| $\frac{3}{4}$ t. salt | |

Break the egg into a deep bowl.

Add the seasonings and 1 teaspoon of the vinegar or lemon juice.

Beat until thoroughly mixed.

Add a few drops of oil and beat thoroughly.

Continue to add oil slowly and beat until $\frac{1}{2}$ cup of oil has been used.

Beat in the remaining oil, adding 2 tablespoons at a time.

Add the remaining vinegar and beat well.

What is cooked salad dressing? There are many different recipes for cooked salad dressing, but generally they call for fat and a liquid thickened and held together with egg, cornstarch, flour, or a combination of these thickening agents. Variations in recipes come from using various kinds and amounts of seasonings and acids. Any kind of fat may be used, although butter or oleomargarine are most common. Acid in the form of fruit juice or vinegar is added and various seasonings are used. If milk is used in making this dressing, care must be taken not to curdle the milk with the acid.

The fruit salad dressing on page 252 is an example of a cooked salad dressing. The liquid in this recipe is not milk but fruit juices. The thickening agents are flour and egg. The fat is furnished by the whipped cream, which is folded into the cooked mixture. This makes a sweet dressing, suitable only for fruit salads.

What are the characteristics of a good salad? Salads should be served cold. This can be accomplished by having all the salad ingredients and serving dishes well chilled. They should be kept in a cold place until just before the salad is to be served.

Salads should be crisp and therefore should always have some ingredients like romaine or lettuce to furnish this texture. Keeping everything cold until it is served will help to preserve the crispness of the salad.

Salads should be attractive in color. The same rules that apply in making good color combinations in rooms, clothing, and the like should apply to the color combinations used in salads.

Salads should be simply arranged. The less the salad materials are worked over, the more attractive they will be. Complicated designs and representations of butterflies and the like are not in good taste. If servings are lightly piled on salad greens, rather than spread thinly over them, they will be more attractive.

Salads should be slightly tart in flavor. This element is generally furnished by the dressing.

What principles should be observed in making salads? In preparing salads, have the salad bowl, as well as the ingredients, well chilled. If canned fruits or vegetables are used, they should be well drained. Fresh vegetables should be carefully dried. The salad

ingredients are not generally ground or chopped. They should be cut in pieces of uniform size which are small enough to be eaten comfortably but large enough to be identified. Apples and bananas will darken after they have been cut. To avoid this, cover them at once with any acid fruit juice, such as lemon juice, or with salad dressing.

The salad may be arranged on a lettuce leaf cup or on a bed of shredded greens. The greens need not necessarily be lettuce. Curly endive, watercress, or escarole make an attractive base on which to arrange a salad and lend variety to meals. The salad greens should not extend over the edge of the plate. You should be able to see the rim of the salad plate beyond the edges of the salad.

The salad dressing should be added to most salads just before serving. An exception to this would be meat, poultry, and some vegetable salads. Foods such as these which are compact in texture are often marinated—that is, allowed to stand in a small amount of salad dressing before being combined in the salad. If there is a choice of salad dressing, it may be passed at the table instead of being mixed with the salad before serving. In adding the dressing, avoid using too much. The salad ingredients should be moistened, but should not be sloppy with dressing. You should be able to taste the flavor of the food, not just the salad dressing. Over-mixing will tend to make the salad mushy and unattractive, therefore mix as little as possible.

Garnishes are sometimes added to the salad to make it more attractive. The garnish should be edible and should be in harmony with the color scheme of the salad. A green pepper ring, a strip of pimiento, paprika, a sprig of parsley or water cress, a dusting of nuts, and a slice of hard-cooked egg are some of the garnishes commonly used.

Consider a lunch in which a salad is used as a main dish:

Potato Salad Buttered Green Beans
Carrot Curls Radish Roses
Grilled Sandwiches
Milk

Previous preparation for this luncheon. For this luncheon any green vegetable might be substituted for the green beans. Frozen or canned vegetables will save time in preparation if the class period



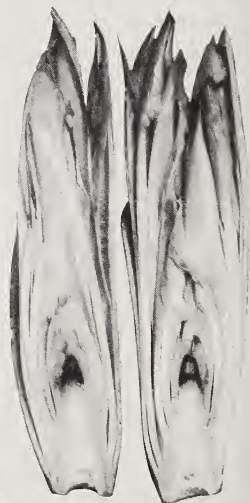
Romaine



Kale



Chinese
cabbage



French
endive



Iceberg
lettuce

Some greens used for salads

is short. If you plan to use a fresh vegetable, perhaps it could be cleaned and stored the day before and be ready to cook the next day.

The unpeeled potatoes should be scrubbed and cooked. The celery, green pepper, lettuce, and cucumber for the salad could be washed and stored in the ice box.

The eggs should be hard-cooked for the sandwich mixture, and the mixture made so that it will be ready for use.

The carrots and radishes should be washed and the carrots scraped.



Consumer Service Division, Western Growers Association

Radish roses and carrot curls are colorful and attractive garnishes

(Potato salad: *four servings*

2 medium-sized potatoes

$\frac{1}{2}$ cucumber

Lettuce

Salt to taste

2 T. chopped celery

2 T. chopped green pepper

1 slice onion—minced

Salad dressing

Scrub the potatoes and cook in boiling water to cover until tender.

Drain, cool, and peel. Chill.

Cut cold cooked potato into cubes.

Wash, peel, and dice cucumber.

Combine potato, cucumber, celery, green pepper, and onion. Sprinkle with salt. Add enough salad dressing to moisten. Mix lightly.

Arrange on lettuce.

¶ Radish roses

Wash radishes. Cut a thin slice from the root end of each radish. Make 5 or 6 lengthwise slits through the skin from the cut end to the stem. Beginning at the cut end, insert a sharp knife between two slits and cut a thin red layer, leaving it attached at the stem end. Repeat between each two slits. Place the radishes in ice water until petals open.

¶ Carrot curls

Wash and scrape carrots. Cut lengthwise. On the cut side of the carrot, cut very thin slices the length of the carrot. Form into curls, fasten with a toothpick, and place in ice water until shape is set. Remove toothpick and serve.

¶ Grilled sandwiches: four servings

Combine the following ingredients:

$\frac{1}{4}$ pound grated cheese	$\frac{1}{4}$ t. Worcestershire sauce
1 T. finely chopped onion	$\frac{1}{8}$ t. salt
$\frac{1}{3}$ c. chopped sweet pickle	$\frac{1}{4}$ c. mayonnaise
1 hard-cooked egg	

Cut 4 sandwich buns open. Toast lightly in broiling oven. Spread with mixture and return to broiling oven until cheese is melted and browned. Serve at once.

Serving the luncheon. On the day of the luncheon, one person in your group of four will make the grilled sandwiches, one will cook the vegetable and while it is cooking, she will fix the radish roses and carrot curls. One girl will be responsible for the salad, and one will set the table and help with the radish roses and carrot curls. Each girl will need to know what equipment and supplies she is going to use, the order in which it will be best to do her work, and how much time she can afford to spend at each task. If each girl makes a schedule, the individual time schedules can be co-ordinated so that everyone in the group will be able to serve at the same time.

Campbell's Tomato Soup

Vegetables and greens for salads should be crisp and cold. Cooked and raw vegetables will give contrast in color and texture



The potato salad and the vegetable will be served on the luncheon plate. The radishes and carrot curls might be arranged on a relish plate, but if they are placed on the luncheon plate, they will act as a garnish for the salad and will make the luncheon more colorful. The grilled sandwiches can be placed on a plate and passed, or could be put on the luncheon plate. Salt-and-pepper shakers should be placed on the table.

To show that you understand

- 1 Why are salads valuable in the diet?
- 2 When is a light salad served? a heavy salad?
- 3 Name the salad plants.
- 4 Why should salad greens be carefully cleaned?
- 5 How do you separate the leaves on a head of iceberg lettuce?
- 6 How should salad greens be stored?
- 7 What are three types of salad dressings?
- 8 How is each of these dressings made?
- 9 What is meant by marinating salad ingredients?
- 10 What are the characteristics of a good salad?
- 11 How large should the individual pieces of food in a salad be?
- 12 How much dressing should be used on a salad?
- 13 What kind of garnishes are used on salads?

To show that you can use what you have learned

- 1 Consult available cook books for suitable combinations for fruit and vegetable salads. Make a list of each.
- 2 List the salad plants. Find pictures of as many as you can.
- 3 Consult available cook books and list the ways that French dressing, mayonnaise, and cooked salad dressing can be varied.
- 4 Using a salad as the main dish, plan a Sunday night supper that you might serve at home.
- 5 List the supplies and amounts of each that you would need for this meal.
- 6 Make a time schedule for the preparation of this meal.

MEAT EXTENDERS USED AS THE MAIN DISH AT LUNCH

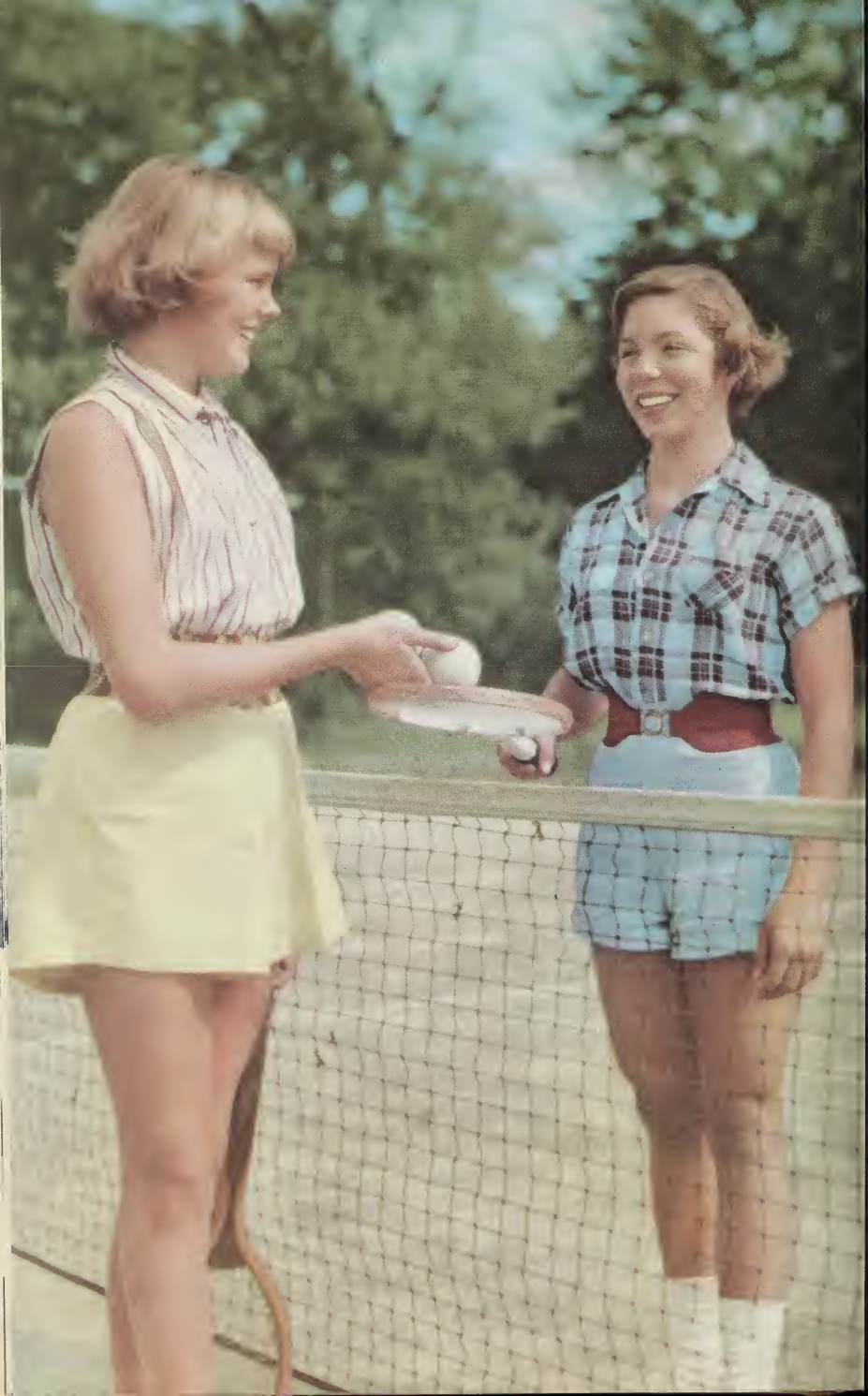
In addition to meat substitutes, meat extenders are used in luncheon menus. A meat substitute provides the equivalent of the meat in both quantity and quality of protein. You can readily see that Welsh Rabbit is a meat substitute because both the milk and the cheese provide a good quality of protein. Cheese soufflé is another example of a meat substitute, since this dish is made by using egg, milk, and cheese, all of which are rich in protein of good quality.

A meat extender merely extends the flavor of the meat, making it go farther by spreading the satisfying meat flavor into otherwise bland foods. Such dishes as hash are generally made by combining a smaller amount of meat with potato, meat gravy, and seasonings

Beef patties with mushroom sauce surrounded with tender green peas is a tempting casserole combination

The Best Foods, Inc.





into a dish which will serve the entire family and give each member some of the meat flavor. Meat is sometimes combined with dressing for this same purpose, such as baked stuffed hamburger. Casserole dishes combining some meat with rice, macaroni, or spaghetti and some vegetables are also used in this way. Remember, however, that extending the flavor of meat does not extend its protein content and that with this type of dish we need to include other protein-rich food, either in the dish itself or in other parts of the meal.

Salads may contribute additional protein if fruit and cheese combinations are used. Desserts which are made largely of milk and eggs, such as baked custard, Spanish cream, or fruit whips with custard sauce, will add considerable protein to the meal.

Planning a luncheon using a meat extender. The following luncheon menu is built around a meat extender; at the same time, the protein content of the meal is not slighted.

Spaghetti Casserole
Tossed Salad Toasted Muffins
Baked Custard
Milk

Do you know which dishes contribute a good quality of protein in this meal? Consult the given recipes and the table of food values in the back of the book if you are not sure which foods supply protein. Does this lunch meet the requirements on page 228?

You will probably make the best use of your time if you prepare as much of the food as possible the day before you serve the meal. The casserole dish can be prepared ready for baking. The greens and salad materials can be cleaned, ready for cutting and mixing. The custards can be baked. The muffins can be made, so that on the next day they will be simply cut open and toasted.

What are the qualities of good muffins? Good muffins should be symmetrical in shape, with a slightly rounded top and no peaks or knobs.

Tennis is a lively sport for vigorous young people

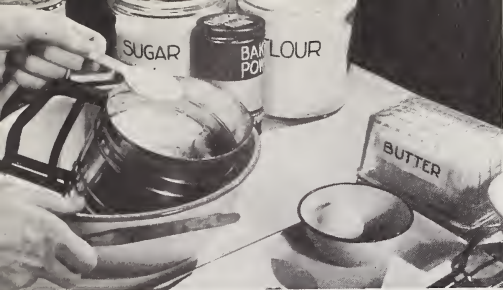


Fig. 1. Sift the dry ingredients



Fig. 2. Add the beaten egg which has been mixed with the milk and liquid fat



Fig. 3. Fill muffin pan two thirds full

Fig. 4. Bake at 400° F. for 20 minutes and serve piping hot

Calumet Baking Powder



The surface should be pebbled rather than smooth. The muffins should be very light in texture and golden brown in color.

The inside of the muffin should show round holes that are fairly uniform in size. There should be no long holes or tunnels.

How are muffins mixed? For muffins the dry ingredients are always sifted together, and the liquids combined with each other. The liquids are then poured into the dry ingredients and stirred only until the dry ingredients are moistened.

It is important to work as quickly as possible and to avoid overstirring. If you work slowly and stir too long, much of the gas given off by the baking powder is likely to escape from the mixture; the result will be heavy muffins that are full of tunnels.

Since muffins are stirred very little, the batter will not be smooth, and the surface of the finished muffin will therefore be pebbled.

It might be well for your class to have a lesson on muffins before you undertake to make them for the luncheon.

FOUR STEPS IN MAKING LIGHT MUFFINS

(**Muffins: four medium-sized**

1 c. all-purpose flour	1½ T. liquid fat
1½ T. sugar	½ c. milk
¼ t. salt	½ egg
1½ t. baking powder	

Sift more than 1 cup of flour into a bowl.

From this sifted flour measure the required amount.

Place all the dry ingredients in a sieve and sift into a mixing bowl.

Beat the egg until foamy.

Mix the liquid fat and the milk with the egg.

Pour the wet ingredients into the dry ingredients all at one time and mix only until the dry ingredients are moistened.

Fill greased or oiled muffin tins two-thirds full of batter.

Remember to work quickly and to avoid stirring the mixture.

Bake the muffins at 400° F. for 20 to 30 minutes.

What are custards? Custards are mixtures of egg and milk which have been flavored, sweetened, and cooked until they are thick. There are two types of custards—soft custards and baked custards. Soft custards are cooked over hot water and stirred constantly. They are used as a dessert or as a sauce over fruit, gelatin, cake, and so forth. Baked custards are baked without stirring, and are firm in consistency.

The same principles used in the cooking of eggs apply to the cooking of custards. If custards are cooked at too high a temperature or for too long a period, they curdle. They should be cooked slowly and not an instant longer than is necessary. See directions for testing on page 270.

How are custards made? Either the whole egg, the egg yolks, or the egg whites may be used in making custards. The yolk of the egg gives a smoother custard with a better flavor than the white of the egg alone. For this reason, egg whites are seldom used by themselves. Two egg yolks have the same thickening power as one whole egg.

The eggs are beaten only until they are mixed. If they are overbeaten, they tend to float on top of the milk rather than to combine with it. Too much beating also makes a porous custard.

The salt and sugar are mixed with the beaten egg. The milk is scalded, both to save time and as a precaution against curdling, and poured slowly into the egg mixture. During this process it is necessary to stir the mixture constantly, for the hot milk tends to cook the egg, and if the mixture is not stirred this cooking takes place unevenly and the custard will not be smooth.

☞ **Baked custard: four servings**

2 eggs	$\frac{1}{8}$ t. salt
2 c. milk	$\frac{1}{2}$ t. vanilla
$\frac{1}{4}$ c. sugar	

Scald the milk.

Beat the eggs with a fork until they are mixed.

Add sugar and salt to eggs, and beat to mix.

Pour the hot milk slowly into the egg mixture, stirring constantly.

Add the vanilla.

Pour the mixture into individual custard cups that have been greased.

Set the cups in a pan of hot water.

Bake in a very moderate oven (350° F.) from 45 minutes to 1 hour, or until the custards are firm.

To test the custards, insert a clean knife blade in the center of the custard. If it comes out clean, the custard is done.

Remove from the oven and from the pan of hot water.

Chill.

☞ **Tossed salad: four servings**

Lettuce	3 to 4 radishes
Curly endive	1 piece of celery
Celery cabbage	$\frac{1}{6}$ cucumber
Water cress	1 slice of onion
Red cabbage, shredded	6 stuffed olives

Wash the greens and cut into small pieces. There should be about 2 cups.

Wash the celery. Cut into small pieces.

Wash the radishes. Slice very thin.

Magic Chef

Learn the basic custard recipe so that you can vary it in many different ways



Wash the cucumber, cut lengthwise once, then cut into very thin slices crosswise without peeling.

Wash the onion, cut a slice, and chop it very fine.

Slice olives crosswise.

Mix all ingredients in a large bowl. Add enough French dressing to moisten, and toss with two forks to mix.

Serve in salad bowls or on plates.

☞ **Spaghetti casserole: four servings**

1 c. spaghetti broken into small pieces	$\frac{1}{4}$ pound ground beef
8 c. water	$\frac{1}{2}$ t. salt
2 t. salt	$\frac{1}{2}$ t. Worcestershire sauce
$\frac{1}{2}$ onion chopped	1 c. canned tomatoes
2 T. fat	$\frac{1}{2}$ c. grated cheese

Heat 8 cups of water in a saucepan. Add 2 teaspoons of salt.

When the water is boiling rapidly, add the spaghetti slowly so that the water does not stop boiling. Cook until the spaghetti is tender.

Drain.

While the water is heating for the spaghetti, melt the fat in a frying pan, add the onion and meat and cook until the meat begins to brown. Add the tomatoes and seasonings and simmer for ten minutes.

Add the drained spaghetti to the meat mixture and turn the mixture into a greased baking dish.

Sprinkle a layer of grated cheese over the top.

Bake in a 350° F. oven about 20 minutes.

Final preparation and serving of the luncheon. On the day the luncheon is to be served, one girl in your group of four can be responsible for getting the casserole dish into the oven and also for cutting the muffins and toasting them. One girl can set the table and the other two can make the salad and serve it.

Perhaps you can vary the way in which the food is served by bringing the casserole to the table and having the hostess serve the plates. The muffins would be placed on a large plate and passed around to each person. The salad would be served on salad plates and placed before you were seated. You would need salt and pepper

on the table, and it would be nice to have some jelly or jam to use on the muffins. Don't forget the jelly spoon.

When you have finished eating the main course, the hostess or whoever is acting as waitress removes the casserole and spoon, the muffin plate, and the jelly dish first. Then she would remove the individual luncheon and salad plate of each guest, beginning with the person at the hostess's right and going around the table to the right, clearing the hostess's place last. In removing these plates, the waitress generally goes to the left of the guest to remove the luncheon and bread-and-butter plates. She removes these plates one at a time with her left hand, transferring one to her right hand behind the guest's back. She never stacks plates. To remove the salad plate, she must go to the right of the guest and use her right hand to pick up the plate.

After the waitress has removed all the dishes pertaining to the main course, from the left side of the guest she places the dessert in front of the guest, beginning with the person on the right of the hostess. After placing the dessert, she refills the water glasses from the right of each guest without picking up the glasses. She holds a folded napkin in her left hand, which she uses to catch drippings.

To show that you understand

- 1 What is the difference between a meat substitute and a meat extender? Give examples of each.
- 2 If the main dish is a meat extender, explain how sufficient protein can be included in the meal.
- 3 Compare the amount of protein furnished by a serving of a meat extender, such as is given in your text, with that furnished by a serving of meat. Also, compare the cost.
- 4 What are the characteristics of good muffins?
- 5 What causes tunnels in muffins?
- 6 What is the method used in combining ingredients for muffins?
- 7 How do soft and baked custards differ?
- 8 What processes in their preparation cause these differences?

- 9 In making soft custard, why should the water in the bottom of the double boiler be kept just below boiling?
- 10 What happens when a custard curdles? How can you prevent curdling?
- 11 In what ways may soft custards be used?

To show that you can use what you have learned

- 1 Plan a medium luncheon, using dishes that you are able to prepare.
- 2 Make a list of supplies that you would need for this lunch.
- 3 Make a list of the equipment to be used in preparing the lunch.
- 4 Make a plan of work for the preparation of the lunch, indicating how much time you would spend on each part of the preparation, as well as the order in which you would do it. Ask your home economics teacher or your mother to criticize it.

Putting into practice what you have learned

- 1 If your mother will permit you, next Saturday prepare the luncheon which you have planned, using your list of supplies and equipment as well as your plan of work.
- 2 Have your mother grade your luncheon on the following points:
 - a Did the menu consist of foods which were good combinations from the standpoint of flavor, color, texture, and form?
 - b Did you use foods that were reasonable in cost and easily procurable?
 - c Did you have the necessary equipment?
 - d Did the food taste good?
 - e Did your time schedule work out as planned?
 - f Did you clean up the kitchen thoroughly?

LUNCHES ARE PACKED FOR SCHOOL, WORK, AND PICNICS

In your school do most of the students have lunch at school? If so, what facilities are provided? Do you buy your entire lunch, bring part and buy part of it, or do you always bring your whole lunch?

If your school has a cafeteria, perhaps you do as Dorothy does. Sometimes she buys her entire lunch, sometimes she buys one or two foods to supplement what she has brought from home, and sometimes she brings her entire lunch. She says a number of things determine which plan she follows. She is inclined to purchase her entire lunch at the beginning of the week when she first receives her allowance and feels rather "rich," or when she gets up late and doesn't have time to pack an adequate lunch, or when there seem to be no foods on hand suitable for a packed lunch.

She brings part or all of her lunch when she wants to save her allowance for some luxury or future pleasure that is too costly for her regular budget. Dorothy's mother does not object to her drawing upon the regular supply of family food in this way, even though Dorothy's allowance is planned to cover the cost of her lunches. But her mother does insist that Dorothy must take the full responsibility for packing the lunch, including planning and preparing it, and that it must be an adequate meal.

What is a good packed lunch? When Mrs. Brown says Dorothy's packed lunch must be an adequate meal, she means that it must provide about one third of the day's food allotment, a protein food, some minerals and vitamins, a warm food, and at the same time it must be appealing, attractive, and offer some variety from day to day. This kind of packed lunch cannot be prepared without planning ahead and making some preparation before the morning when it is to be packed. Nor can it be put together in a satisfactory fashion if Dorothy has overslept and has only twenty minutes to dress and eat breakfast.

The qualities of a good lunch are the same whether the lunch is eaten at home from the family table or packed for Dorothy to eat

at school, for her father to take to his job, or for the family to take to the park for a picnic.

However, the packed meal is a bit more difficult to plan because all foods do not pack and carry well. In addition, there must be suitable containers in which to pack different kinds of food.

What equipment is necessary for packing a lunch? In planning a menu for a packed lunch, it is necessary to think of the equipment which you will need. If a warm food is to be included in the menu and there is no lunchroom in your school, it will be necessary to have a thermos bottle. However, if there is a school cafeteria and you do not want to carry a thermos bottle, the warm food may be purchased.

Some kind of container is necessary in which to pack the lunch. A metal box is best in preventing the food from drying. However, it will need to be washed daily in hot soapy water, thoroughly rinsed, and aired to keep it clean and free from odors. If a paper box is used, it should be lined with waxed paper to keep the food moist. When a paper bag is used, everything in the lunch should be carefully wrapped and packed, and the top of the bag should be folded under and the whole package wrapped and tied with string to keep the foods clean and to prevent them from being shaken about.

In addition, paper napkins, waxed paper, and waxed paper cartons or screw-top jars for such foods as salads, puddings, juices, and cooked fruits are necessary.

What foods make an adequate packed lunch? If the entire meal is packed, a thermos bottle of cream soup or hot cocoa, some sandwiches, a salad or some raw vegetables, a fruit, and cookies would make a complete lunch. If a main hot dish and milk are to be purchased, then the packed lunch might consist of bread and butter sandwiches, and a salad or dessert.

Varying the lunch makes it more interesting. Do not include too many different foods in any one lunch; this makes it more difficult to get variety in the next. If the lunches can be planned for a week at a time, marketing is simplified. Such things as salad dressings, sandwich fillings, soups, and cookies can be prepared, and raw vegetables can be cleaned and stored in the refrigerator. Thus greater variety is possible and the packing of the lunch is also quick.

Raw vegetables, such as tomatoes, carrots cut in strips, radishes, celery, and onions add crispness as well as minerals and vitamins to the meal. Combination vegetable salads, such as potato, cabbage, and tomato, can be packed in glass jars or waxed paper cartons. Mixed fruit or fruit combined with cottage cheese makes refreshing salads. Bananas and apples should not be used in packed salads, because they are likely to become dark. Egg salad packs satisfactorily.

Raw fruits require no preparation, pack well, and are juicy. Apples, oranges, pears, peaches, and plums are all suitable for a packed lunch.

A bit of sweet in the form of a baked custard, cookies, cupcakes, dates, raisins, figs, or a few pieces of candy will give a feeling of satisfaction at the end of the meal.

What kinds of sandwiches can be included in the packed lunch?

Since sandwiches pack well, are easy to prepare, and can be made in endless variety, they are almost always included in a packed lunch. Sandwiches may be varied by using different kinds of bread, such as whole wheat, rye, white, raisin, nut, orange, Boston brown, graham, and many other kinds. Day-old bread that is not sliced too thick is best. The butter should be soft and creamy, but not melted, if it is to spread easily. The best method is to set it in a warm room for a while before using it. Then, if it is not soft enough, cream it with a fork.

Fillings for sandwiches can be almost anything. Thin slices of meat or cheese can be combined with salad dressing and lettuce to make an appetizing sandwich. Cooked meat can be ground and combined with celery, green pepper, pickle, hard-cooked egg, lettuce, salad dressing, or chili sauce. Vegetable fillings, such as tomato and lettuce, cucumber and mayonnaise, baked bean and pickle, shredded cabbage and celery with salad dressing, give variety in fillings. Cheese can be combined with such foods as olives, nuts, celery, green pepper, tomato, or dates. Peanut butter can be varied by mixing it with pieces of crisp bacon, jelly, or chopped raw carrot. Sweet sandwiches can be made with jelly filling, mixed dried fruits, or by using cream cheese on date, orange, or raisin bread. Each kind of sandwich should be wrapped in waxed paper so that the various flavors do not mix and so that the bread does not dry before the lunch is eaten.

How should the lunch box be packed? In packing the lunch box, the food should be so packed that it will be kept clean, that the flavor of the food will be preserved, and that the shape or form of the food will be kept intact. In this way the food will be appealing in appearance when the box is opened. If the box is packed for a picnic lunch or a box social, it will be more attractive if it is lined with colored waxed paper or paper napkins. In packing a lunch for school, you may not want to go to this extra trouble. However, each article should be wrapped separately to keep the different flavors from mixing and to preserve the form of the food. Soft fruits such as plums, which are likely to have their skins broken, had best be wrapped. While Dorothy is packing her lunch, her mother always manages to slip in a little surprise package consisting of a few pieces of candy, some salted nuts, a few stuffed dates or other dried fruit, or perhaps a new kind of cookie. This not only provides an unknown element but makes a nice ending for the meal, if the surprise is varied from day to day.

In arranging the box, the heavier foods should be placed in the bottom of the box and those which are likely to be crushed put on top. Whenever possible, the foods should be arranged in the order in which they are to be eaten, placing the foods to be eaten last on the bottom of the box. Dorothy always puts an extra napkin on top of her lunch. At lunch time she spreads this on the table for a mat and arranges her lunch on it. She prefers this plan to eating it out of her box. If a cup of salad or a container of custard has been included in the lunch and there is no school cafeteria where silver can be procured, then the necessary silver will have to be included in the lunch box. Thin, crude, wooden spoons and forks can be purchased so cheaply that they can be thrown away after they are used.

Packing a lunch box in school. Would you like to pack some box lunches at school? Suppose each group of four in your class plans one menu for a good packed lunch. You will recall that a good lunch must supply about one third of the day's food, some protein food, plenty of minerals and vitamins, and at the same time give some

Dorothy prefers milk in her vacuum bottle. What other foods or beverages do you like in yours?



contrast in flavor, texture, and color. As you know, meals generally follow certain patterns and a good pattern for a packed lunch would be one warm food, some sandwiches, foods to supply crispness and moisture, and a dessert.

As each group completes its menu, perhaps one member of the group could write it on the board. Criticize the menus, keeping in mind the standards for a good lunch. From the menus you have made, select two or three that you would like to prepare in class. Then you can divide the class into committees, and each committee could prepare one packed lunch. In this way you will see the different equipment required for packing different menus, how to arrange foods in the lunch box, as well as how the different menus look and taste.

In preparing your packed lunches, it will be necessary to prepare some foods the previous day. For the recipes which you will need, consult standard cook books in your food library or in the school library. If you have any recipes at home which you think are especially good, you might bring them to class. Such foods as salad dressings, sandwich fillings, cooked-salad ingredients, hard-cooked eggs, such desserts as baked custards, cookies, and cupcakes, will need to be prepared ahead of time. If raw vegetables, such as carrot sticks, radishes, or stuffed celery, are to be included in the lunch, they could be prepared the day before you actually assemble the lunch. Someone will need to be responsible for assembling all the equipment which your committee will need, such as the lunch box, cartons, waxed paper, and paper napkins.

On the day that the lunches are packed, each person will be assigned a task. A schedule will have to be made to allow time for everyone to see the lunches after they are packed and so that there will be time to discuss the results. In criticizing the packed lunches, you might ask these questions about them: Is the lunch adequate? Is the lunch attractive? Is the combination of flavors good? Were the foods well prepared? Were the foods packed in suitable containers? Was all the necessary equipment included in the lunch box? Was the food well arranged in the box? How long would it take you to pack this lunch in the morning if previous preparation had been made? What would this lunch cost?

To show that you understand

- 1 What are the qualities of a good packed lunch?
- 2 What equipment do you need for a packed lunch?
- 3 What foods are suitable for a packed lunch?
- 4 Make a list of several different kinds of sandwiches that would be suitable for a packed lunch.
- 5 In packing a lunch box, how should the foods be arranged?

To show that you can use what you have learned

- 1 What is wrong with each of the following lunches:
 - a Mashed potatoes with gravy, white bread and butter, vanilla ice cream with chocolate sauce.
 - b Cream of tomato soup, ham sandwich, chocolate cake.
 - c Meat loaf, mashed potatoes, custard pie.
- 2 If you have a school cafeteria, plan several lunches from the cafeteria menu. Estimate the cost of each lunch. How do they compare in food value?
- 3 If you bring cheese, egg, or peanut-butter sandwiches from home, what additional foods should you buy to make a wholesome lunch?
- 4 For breakfast Mary had stewed prunes, a poached egg on toast, and a glass of milk. Her mother had planned a dinner of pork chops, potatoes, coleslaw, creamed peas, milk, canned peaches, and cookies. Plan a lunch that would insure Mary's having a balanced diet for the day.
- 5 Grace had for breakfast buttered toast, cocoa, and one half an orange. For lunch she had an egg sandwich, milk, and an apple. What should Grace eat for dinner in order to have the right kind and amount of food for the day?



Harold M. Lambert

CHAPTER NINE

Dinner

UNIT I

DINNER PLANS

What is dinner? In some families dinner is served at noon, while in others it is served in the evening. Whether it is served at noon or in the evening depends upon the age of the family members, the individual preferences of the members of the family, and whether the members of the family are at home at noon.

Because offices, factories, and schools are often far from the home, the father and children of a family frequently cannot come home at noon. In many families, dinner in the evening has come to mean the one time when they can all be together and enjoy talking over the events of the day. It is really the social time of the day for the whole family.



Woman's Home Companion

Eating out of doors is great fun for the family or for a real party

But there are probably just as many families who find it more convenient to serve dinner at noon. In smaller communities often the family can all be at home at noon. When there are very young or very old people in the family, such an arrangement is generally the most satisfactory. People of these ages sleep better when they eat a light meal in the evening. Some homemakers feel that they can plan their work to better advantage when they serve dinner at noon instead of in the evening.

What factors affect the dinner menu? When you undertake the responsibility of preparing dinner at home, your mother will probably help you plan the menu. Since dinner is the chief meal of the day, the planning of the menu should be given time and thought. As you begin to plan, the following points should be kept in mind.

The food needs of the family should form the basis or foundation on which you will plan your menus. You are aware that each day's diet should include the Basic Foods mentioned in Chapter Five. Since eating habits generally fall into a pattern, the members of a family will tend to eat about the same kind of breakfast and lunch each day. If the habit of eating a good breakfast and a good lunch has been formed, planning the dinner so that the food needs of the body will be satisfied will be a simpler task than it would be if breakfast were omitted or an inadequate lunch eaten. For example, if a person has a doughnut and a cup of coffee for breakfast, and a hamburger with a soft drink for lunch, it would be impossible to plan a dinner which would include all the additional foods needed for the day. On the other hand, when breakfast consists of fruit, cereal, toast, and cocoa, and lunch is made up of cream soup, salad, bread and butter, and fruit, then choosing dinner foods that will satisfy the needs of the body becomes a simple matter.

Menus for dinner follow a pattern, as do the other meals of the day. In serving a simple dinner you should depend on the number of servings, as well as the size of the servings, to supply sufficient fuel. A simple dinner usually consists of two courses. The main course is made up of meat or meat substitutes, one vegetable and a salad, or two vegetables, and bread and butter. The second course is usually dessert, although sometimes a sweet salad, such as a fruit salad, is served as



Your dinner is your most important meal. What substitutions would you make if you were preparing this dinner?

dessert. In this case no salad is served with the main course. A three-course dinner would have soup, juice, fruit cocktail, or seafood cocktail as a first course, followed by the main and dessert courses. An elaborate dinner of four or more courses might have an appetizer, such as fruit or seafood cocktail, as well as a soup course. The salad might be served as a separate course after the main part of the meal. Heavy and light courses are generally alternated in a formal meal. The elaborateness of the food and the number of courses served depend upon family custom and on the way the work of preparing, cooking, and serving is planned and carried out in the household.

In planning a menu, you must consider the combination of foods planned. A good menu combines foods which go well together. To judge whether or not a food plan is good, decide whether the foods furnish contrasts in flavor, texture, color, and form. A menu

consisting of creamed chicken, mashed potato, creamed celery, cottage cheese salad, vanilla ice cream, and milk is obviously a poor one from the standpoint of color, texture, form, and flavor. This menu would not only be unattractive to look at, but also would be monotonous in flavor and texture. Colorful meals are not only appealing in appearance, but are likely to furnish a generous supply of minerals and vitamins. The variety offered by planning to have some foods soft, some crisp, some chewy, and some liquid makes a meal more interesting. In considering flavor, strive for variety by including in the meal some bland foods, some highly flavored, some sweet, and some tart. This makes a better combination than having all sweet foods or all highly flavored foods at one meal. You appreciate the taste of each food more when there is a contrast rather than a repetition in flavor.

Family customs and personal preferences must be considered in planning menus. In general, people like those foods which they have been accustomed to eat. For this reason it is important that children be taught early to eat and like all foods. This does not mean that they will necessarily like all foods equally well. Most people have both favorite foods and some foods of which they are not especially fond. However, everyone should be willing to accept and eat all foods since the real purpose of eating is to promote health. From time to time it is wise to include in the menu the favorite foods of the different family members. If the entire family eats hamburgers tonight because that is young Johnny's favorite dish, then Johnny should willingly eat parsnips occasionally because that is one of his father's favorites.

Which foods are available at a reasonable cost is a matter that will also help to determine a menu. Compared to the diets of the pioneers of this country, our menus furnish infinite variety. Canning and freezing make foods available when they are out of season in a given locality and when they cannot be shipped as fresh food from other parts of the country. However, the amount of money that the family can afford to spend for food will to some extent limit its foods. The smaller the amount of money allowed for food, the less choice there will be in selecting foods. Home-grown foods in season are usually less costly than fresh out-of-season foods that must be shipped. Less expensive cuts of meat, smaller servings of meat, and the use of meat

substitutes help to keep food costs down. In planning low-cost menus, it is necessary to use larger amounts of cereals, to buy cheaper grades of canned foods, and to use more root vegetables and the cheaper greens rather than the fancier vegetables.

In planning dinners, the time and labor involved in preparing the meal are important factors. Homemakers have many other things to do for their families aside from preparing food. For instance, a dinner that is planned for cleaning day should require little time for preparation.

To show that you understand

- 1 Why is it easier to plan dinner if breakfast and lunch have been adequate?
- 2 Describe a simple dinner, a three-course dinner, and a four-course dinner.
- 3 What determines the number of courses and how elaborate the food shall be at dinner?
- 4 Explain what is meant by contrasts of flavor, color, texture, and form in a menu.
- 5 In what respects are colorful meals good from a nutritional standpoint?
- 6 Why is it important to learn to eat and like all foods?
- 7 In what way can the cost of food for the family be kept down?

To show that you can use what you have learned

- 1 Breakfast usually consists of orange juice, cooked cereal, toast, and milk; and lunch is made up of vegetable soup, a peanut butter sandwich, fruit salad, and milk. Plan three dinners, any of which might be used to complete satisfactorily this day's food.
- 2 Do the day's meals in each case contain the Basic Foods given on pages 142-143?
- 3 Are the food combinations in the dinners that you planned good from the standpoint of flavor, texture, and color?
- 4 In what ways does the dinner hour in your home call for family co-operation?

COOKING MEAT FOR DINNER

If your mother is away or sick and you have the responsibility for getting dinner, you probably feel that you know very little about purchasing and cooking meat. Since meat is an expensive food and since much of the success of the meal depends on it, you have probably not been entrusted with much buying or cooking of it. However, you can learn some things about meat which will help you to choose and buy wisely.

What is meat? Beef, veal, lamb, mutton, pork, and poultry are the chief meat foods. Beef is the flesh of mature cattle; veal is the flesh of a young calf; mutton and lamb come from sheep; and pork from swine.

Meat is an excellent source of high quality protein, has little or no carbohydrate, and the fat is a good source of energy. Meats are rich in phosphorus, iron, thiamine, and riboflavin. Vitamin A is found in the fat and in some of the glandular organs, such as liver. The flavoring materials in meat stimulate the digestive juices and thus aid digestion.

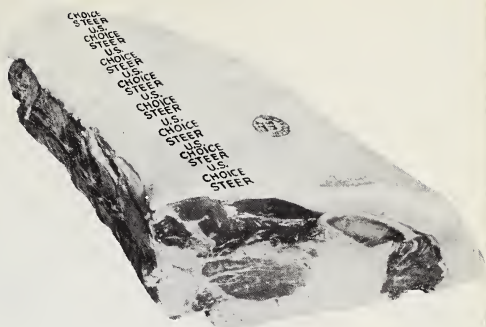
Meat is made up of muscle, fat, bone, and connective tissue. The white connective tissue binds the muscle fibers together and fastens them to the bony structure. This type of connective tissue softens and changes to gelatin when cooked

in moist heat. The yellow connective tissue is found between the muscle fibers, in the ligaments, and in the walls of the blood vessels. This type is not affected by moist heat. The toughness or tenderness of a piece of meat will be determined by the proportion of white to yellow connective tissue, the thickness of the connec-

Muscle is composed of bundles of fibers held together by connective tissue



tive tissue, and the age of the animal. Those parts of the animal which receive the least exercise give the most tender cuts of meat, while those parts which receive a great deal of exercise give the less tender cuts. From the chart on page 290 you can see that tender rib roasts and the choicest steaks lie along the back of the animal, the rib and loin sections, which are not exercised much. Round steaks and chuck and rump roasts come from those parts which are exercised more.



Department of Agriculture, Bureau of Home Economics

The government's purple stamp of approval assures you that this meat has been graded by the U. S. Department of Agriculture

How can you recognize good quality in meat? When you have been in the butcher shop, perhaps you have noticed a round purple stamp on meat. This is a government stamp assuring you that the meat is wholesome, has been slaughtered and processed under sanitary conditions, and is fit for human consumption. All meats sold outside the state in which they are produced must be stamped by United States government inspectors.

Grading which indicates the quality of meat is concerned with tenderness, flavor, and juiciness. Since only an expert can recognize all the signs of good quality, it is wise to buy meat by grade whenever possible. Meat that is graded according to the standards of the U. S. Department of Agriculture is marked with a roller stamp which leaves a mark on all the retail cuts of the animal. Beef, veal, and lamb are graded as U. S. Prime, U. S. Choice, U. S. Good, U. S. Commercial, and U. S. Utility. Since pork varies less in quality than these meats, retail grades have not been established for it.

What determines the cost of a cut of meat? The cost of meat depends upon the kind, the grade, and the cut. Because tender cuts may be cooked quickly, they are in great demand and are more expensive. The tougher cuts require more time and care in cooking to make them palatable. For this reason they are not so popular and so are cheaper. The amount of fat and bone in the cut should be considered



National Live Stock and Meat Board
 Various cuts of beef and their uses

as well as the price per pound. An inexpensive cut, for example, which contains a great deal of fat and bone may in the end be more expensive than a higher priced cut which has very little waste.

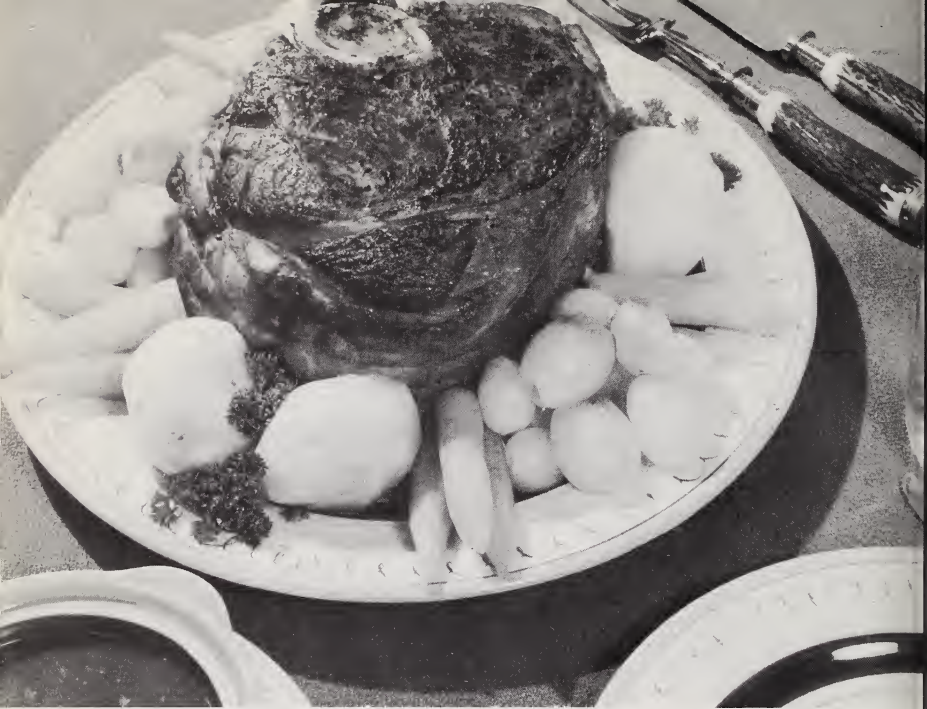
How shall meat be cooked? There are two general methods of cooking meat: with dry heat and with moist heat. Dry heat means

Magic Chef

Many foods may be cooked in the dry, quick heat of the broiler



Mazze Chef



American Meat Institute

What meats other than beef may be roasted?

that no moisture is added to the meat and that the meat is cooked uncovered. Moist heat means that some kind of liquid is added to the meat and the pan is covered to hold the steam inside it. Temperatures are kept low to moderate to reduce shrinkage and to get a more tender, more uniformly cooked product.

The tenderness of the cut of meat determines which of these methods will be used. Dry heat does not develop tenderness; therefore this method is suitable for only tender cuts. Moist heat, on the contrary, will develop tenderness in tough cuts.

Dry-heat methods of cooking are broiling, pan broiling, and roasting. The thickness of the meat determines which way to cook it. Steaks are broiled or pan broiled. Thicker cuts are roasted. You have had pan-broiled bacon in your breakfast lessons. Roasting requires more time than a class period at school allows, but a period is long enough to allow practice in broiling.

How are meats broiled? In broiling, direct heat is applied for a short time. For constant temperature when using a gas stove for broiling, the broiling rack is placed about 3 inches from the flame and the oven is preheated to 350° F. with the door closed. The rack is then greased, the meat placed on it, and put under the flame. The broiling oven door is left open. When the meat is cooked half through, it is turned and allowed to cook on the other side.

In the electric range with one oven, broiling is done by using the top broiling unit in the oven. Place the oven shelf in its proper position. For moderate-temperature broiling, the surface of the meat should be about 3 inches below the broiler unit. Follow the range manufacturers' directions about preheating the broiler. Turn oven control to broil. Place meat on broiling rack. Cut the fat of steaks and chops at 1 inch intervals to prevent the curling of the meat. Place the broiling pan on the oven shelf. With the oven door ajar, broil to the desired doneness on one side, then turn meat and finish broiling on the other side.

How are meats cooked with moist heat? Moist-heat methods of cooking are braising, stewing, and pot roasting. All these ways of cooking meat necessitate the addition of liquid and a covered pan, since the connective tissue in these less tender cuts must be softened by steam. You are familiar with stews and pot roasts. Vegetables are often cooked with the meat to give it more flavor and the meat is usually browned in fat at the beginning of the cooking process for this same reason.



American Meat Institute

Inexpensive cuts of meat can be made tender and delicious by braising



What is braising? The less tender steaks, such as round or flank steak, are often cooked by braising. The connective tissue is partially broken up by pounding the meat with a meat hammer or with the edge of a heavy plate. Flour is pounded into the meat to take up any juices. The meat is browned in hot fat, a small amount of water or tomato juice is added, the pan covered, and the meat is cooked at simmering temperature either on top of the stove or in the oven until it is tender.

How should meat be stored? Meat should be removed from the paper in which it is wrapped as soon as it is received in the house. It should be placed in the coldest part of the refrigerator, uncovered or very lightly covered with wax paper. If it needs cleaning, wipe it with a damp cloth, but do not wash it in water as this causes losses of soluble minerals, protein, and flavoring materials.

To show that you understand

- 1 What kinds of meat can we buy in our butcher shops?
- 2 What nutrients does meat contribute to the diet?
- 3 Of what is meat composed?
- 4 How is white connective tissue softened?
- 5 How can yellow connective tissue be softened?
- 6 What makes meat tough?
- 7 From what part of the animal do the tender cuts come?
- 8 What does the round purple stamp on meat indicate?
- 9 How is meat graded?
- 10 Is grading of meat required?
- 11 How does grading help the housewife in buying meat?
- 12 What determines the cost of a cut of meat?
- 13 Are the lowest-priced cuts of meat always cheapest?
- 14 What are the two general methods of cooking meat?
- 15 How can tender cuts be cooked?
- 16 How can less tender cuts be cooked?
- 17 Why are vegetables often cooked with pot roasts?



Fig. 1. The first step in preparing stew is to flour the beef thoroughly



Fig. 2. Brown in hot fat on all sides



BEEF COMBINES WELL WITH MANY VEGETABLES IN AN AP-PETIZING STEW

Fig. 3. Add cold water and seasonings. Simmer slowly until nearly done



Swift and Company
Fig. 4. Add potatoes, onions, carrots, celery or other vegetables and finish cooking

- 18 Why is meat for stews and pot roasts browned in fat at the beginning of the cooking process?
- 19 Why are Swiss steaks pounded before cooking?
- 20 Why is flour pounded into Swiss steak?
- 21 How should meat be stored at home?

To show that you can use what you have learned

- 1 Is the meat that your mother buys passed by United States government inspectors or is it produced locally?
- 2 Does your locality have meat inspection?
- 3 Do any stores in your locality sell graded meat? How is the grade indicated?
- 4 Is it always wise to buy the best grades of meat?
- 5 Make a drawing of a beef showing the wholesale cuts.
- 6 List the retail cuts of beef that come from each section.
- 7 Study illustrations of the various cuts of meat. Observe the shape of the cut and the shape and location of the bone.
- 8 Consult cook books for recipes for cooking meats. What variations do you find from the methods given in your textbook?
- 9 How would you determine in what way a piece of meat should be cooked?

UNIT 3

VEGETABLES FOR DINNER

Of what value are vegetables in the diet? Vegetables are plants or parts of plants which are commonly served in the main part of the meal. Vegetables are valuable for their cellulose, minerals, and vitamins. The amount and kind of minerals differ with the variety of vegetable and the soil in which it is grown.

How should vegetables be prepared? We eat many raw vegetables in the form of salads and relishes. Raw vegetables, especially such crisp ones as celery, radishes, lettuce, and cabbage, give variety to the texture of our meals. Because there are likely to be losses in flavor,



Ewing Galloway

Which of these common vegetables are seeds, roots, tubers, bulbs, flowers, or leaves? Why are they important in our diet?

minerals, and vitamins when vegetables are cooked, it is well to include some raw vegetables in each day's diet.

When vegetables are eaten raw, they should be very thoroughly washed and cleaned. Some vegetables can be cleaned satisfactorily by washing them thoroughly. Some vegetables must be scrubbed to get them clean; others must be scraped or pared. When raw vegetables are being prepared for the table, all imperfections and spoiled parts should be removed.

Vegetables to be cooked may or may not be pared before cooking. If vegetables are cooked without paring, minerals and vitamins that dissolve in water, as well as flavoring materials, are more fully

retained. However, thick-skinned vegetables, such as turnips, are generally pared before cooking. Thin-skinned vegetables, such as beets, are often cooked with the skins on, the skin being removed before serving.

What is the purpose of cooking vegetables? Vegetables are cooked to soften the cellulose and to make them more digestible or more palatable, as well as to give variety to meals.

If vegetables are improperly cooked, color and flavor may be lost, resulting in drab, tasteless, unappetizing foods. Other changes that cannot be seen may also take place. Minerals and vitamins may be lost. Since these are valuable for health and growth, everyone should know how to prepare vegetables so that all their food value is retained.

When vegetables are properly cooked, they are tender but are not mushy; the natural color and flavor are preserved, and the shape of the vegetables is retained.

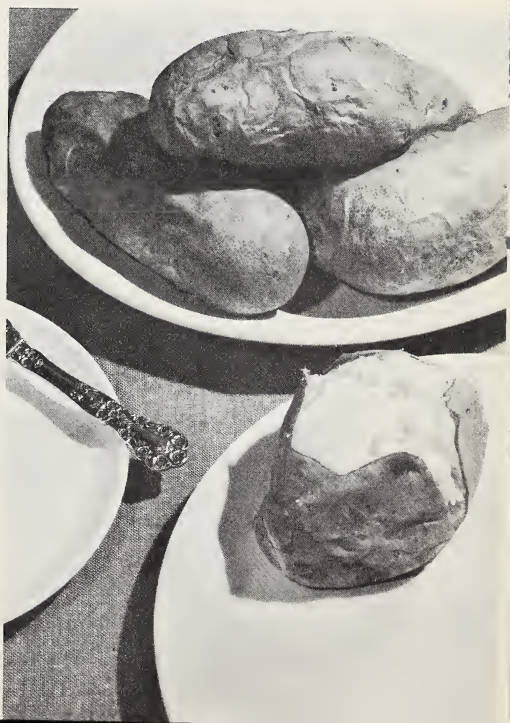
How are vegetables cooked? Vegetables may be cooked in a variety of ways. They may be fried, baked, steamed, or boiled, either alone or with another vegetable. Peas with carrots and corn with lima beans are well-known combinations of vegetables. Other foods may be added to vegetables for flavor and for food value. Tomatoes are often stuffed with meat or with other vegetables and baked.

Whenever possible, baking vegetables is a practical way of cooking them. If baked without paring, less time is required for preparation. Baking conserves nutrients, since there is less exposure to air and since there is no liquid to be drained off when the vegetable is served.

Vegetables may be steamed in a steamer or a pressure saucepan. The pressure saucepan saves time as well as nutrients. Foods are cooked at a high temperature for a very short time without exposure to oxygen. A very small amount of water is used. These procedures help foods to retain their minerals and vitamins, as well as their color and flavor. In using a pressure saucepan, take care to follow the manufacturer's directions for using the saucepan, as well as the chart which gives the time for cooking various foods.

Because minerals and some vitamins dissolve in water, it is unwise to pare vegetables and soak them in water a long time before cooking them. The longer a vegetable remains in water before being cooked, the more food value is dissolved in the water. To conserve food value when vegetables are to be boiled, cook them as quickly as possible. When vegetables are cooked in a large amount of water and the water drained off at the end of the cooking process, minerals and

What good food values are found in baked potatoes?





What are the advantages of cooking vegetables in a pressure cooker?

heat should be lowered so that the water is kept at a gentle boil. The vegetable will cook just as quickly and there will not be the danger of its breaking to pieces, a misfortune that often occurs when such food is cooked in rapidly boiling water. To retain food value as well as form, do not stir vegetables while they are cooking and be especially careful not to overcook them. Too long cooking results not only in loss of nutrients, but also in a mushy, broken, drab, unappetizing-looking dish. Baking soda should never be added to the water, because soda destroys some vitamins.

Frozen vegetables should be cooked while still frozen. The contents of the package should be broken into several pieces and dropped into a small amount of boiling salted water; commercial packers often indicate the exact amount. Frozen vegetables generally cook in about one half the time allowed for fresh vegetables.

vitamins will be discarded along with the water.

In order to avoid this loss, cook vegetables in a covered utensil in a small amount of water. By covering the pan, a smaller amount of water can be used because steam is retained and the vegetable is cooked more quickly. If possible, the water that remains when the vegetable is cooked should be served with the vegetable or should be used in making soups, sauces, or gravies. It should not be discarded, because it contains soluble minerals and vitamins. By starting vegetables to cook in boiling water, food values will be conserved because the cooking period will be shorter.

To retain the form of the vegetable and to retain nutrients, the



The Best Foods, Inc.

An appetizing way to serve several vegetables

To show that you understand

- 1 What nutrients do vegetables contribute to the diet?
- 2 Why is it advisable to eat some vegetables raw daily?
- 3 How should raw vegetables be prepared for the table?
- 4 What is the advantage of cooking vegetables without paring them?
- 5 Why are vegetables cooked?
- 6 If vegetables are improperly cooked, what is likely to be the result?
- 7 What are the characteristics of properly cooked vegetables?
- 8 How may vegetables be cooked?
- 9 Which methods of cooking favor the retention of minerals and vitamins?
- 10 In boiling vegetables, how can you preserve minerals and vitamins?
- 11 How should frozen vegetables be cooked?

To show that you can use what you have learned

- 1 Visit a market. Make a list of all the vegetables that you find there. If there are any which are unfamiliar to you, notice them particularly so that you can describe them as to size, color, and shape to the class.
- 2 Note the prices of the various vegetables. With your teacher's help, determine how much the various vegetables cost per serving.
- 3 Compare the cost of serving a canned and a frozen vegetable with that of serving a fresh vegetable.
- 4 Using available cook books, find various ways of cooking vegetables before paring them.
- 5 Describe several different ways of preparing potatoes so that the greatest food value may be conserved.

UNIT 4

PREPARING A DINNER IN WHICH THE MEAT IS COOKED WITH DRY HEAT

What shall we plan for dinner? A dinner suitable for a family that is moderately active means two courses consisting of meat, vegetable, salad, bread, dessert, and beverage.

Any tender cut of meat can be cooked with dry heat; that is, it can be roasted, broiled, or pan-broiled. Since there is insufficient time in school for cooking a roast, you will choose a meat that can be broiled or pan-broiled. Any tender steak, loin or rib chops, as well as ground meat may be cooked in this way. Of course, pork chops should never be broiled because pork requires very long and thorough cooking to be sure that it is free from trichinae, a parasite commonly found in pork. Since beef patties or hamburgers are universally liked, and are a meat which you often cook at picnics and pot-luck parties, you might plan on having broiled meat patties for your dinner. This meat comes from the less tender parts of the animal, but it can be cooked with dry heat because the tough connective tissue has been broken up by

grinding. You might serve a tomato sauce with the patties. This will add color, as well as flavor, and will make the meat seem a little more festive. With this meat you will want to serve potatoes in some form. Baked potatoes are simple to prepare, require no attention while cooking, and this method of preparation conserves their full food value.

Since the salad at dinner often accompanies a main course of substantial dishes, it is usually very simple. It is planned to supply minerals and vitamins and a crisp texture to the meal. Salads of greens, such as lettuce, cabbage, and endive, or salads of fruit served with a simple dressing are usually the best.

The kind of dessert will depend on the other foods in the meal. If the dessert is well chosen, it will make a happy ending to the meal. If the meal has been rather simple and relatively low in fuel value, then the dessert may be a rich and filling one, such as pie or steamed pudding. If the meal is rather substantial, with meat, vegetables, and a salad, then a simple dessert such as fruit or fruit whip is more suitable. If the meal is lacking in protein, a custard is an appropriate dessert since it is made from foods rich in protein. Desserts should not repeat flavors in the other courses of the meal. If the main dish was an omelet, a custard would be too similar to form a good dessert. If the salad is a gelatin mold, do not have a gelatin dessert. In your dinner, an apple pudding can be baked in the oven with the potatoes and gives energy, minerals, and vitamins, in addition to the feeling of satisfaction that comes from a sweet ending.



Gerber's Baby Foods

What should you add to this dinner to make it a well-balanced meal?

Plan your work around the following menu:

Broiled Meat Patties
Tomato Sauce
Baked Potato Cabbage Salad
Bread, Butter, Milk
Apple Pudding—Lemon Sauce

In making plans for your dinner, you will have to decide for what duties each person will be responsible. Then each girl will need to decide what food supplies and utensils she will need, as well as plan a time schedule for herself.

Previous preparation for the dinner. If your class period is not long enough to prepare and serve this dinner in one day, you will have to prepare some of your foods the previous day. The potatoes might be scrubbed ready for baking. The tomato sauce, the sour cream dressing for the salad, and the lemon sauce for the pudding might be made and stored in the refrigerator. The lettuce and other salad materials might be washed and also stored in the refrigerator. The meat patties might be formed and put away in the coldest part of the refrigerator.

Final preparation and serving of the dinner. On the day the dinner is to be served, your group might divide the work in this way: One person might be responsible for cooking the meat patties, heating the tomato sauce, and warming the dinner plates. One might make and serve the salad; one might be responsible for making the pudding, heating the sauce, and serving the baked potatoes. The fourth member of your group might be responsible for setting the table and seeing that the milk, water, bread, and butter are in place. The potatoes will have to be put in a preheated oven set at 400° F. about one hour before you want to serve them. Perhaps some member of the class will be willing to be responsible for this. The pudding can be baked in this same oven, even though the temperature is a bit higher than that given in the pudding recipe. The higher temperature will do no harm providing the pudding is watched so that it does not get too brown. The time schedules of all workers will need to be co-ordinated so that the meat, potatoes, and salad will all be ready at the same time and the table will be set.

The bread would be served on a large plate and be placed on the



Towle Sterling

How should you change this place-setting for the dinner suggested?

table near the hostess. An individual serving of butter should be placed on each bread-and-butter plate, and salt-and-pepper shakers should be placed on the table in positions where they are accessible to the diners.

☞ **Broiled meat patties: four servings**

$\frac{3}{4}$ lb. ground beef	1 t. chopped onion
$\frac{3}{4}$ t. salt	2 T. fine bread crumbs
$\frac{1}{8}$ t. pepper	2 T. milk

Set the oven regulator of a gas range at 350° F. and preheat the broiler with the door closed.

Mix the ingredients together lightly with a fork.

Shape into round flat cakes.

Grease the broiling rack. It should be about 3 inches below the heat.

Lay the patties on the rack under the heat. Leave the broiling oven door open.

When the patties are cooked about half through (in about ten minutes), pull the broiling pan out and turn them over. Broil until the inside is the desired color. To test the meat, make a small cut in the center of a patty.

☞ Tomato sauce

1 c. tomatoes	$\frac{1}{4}$ t. salt
2 slices onion	$\frac{1}{2}$ t. sugar
2 t. fat	Pepper
2 t. flour	

Simmer tomatoes and onion 5 minutes. Strain. Melt fat in saucepan. Blend in flour. Add strained tomato slowly. Stir constantly. Add salt, sugar, and pepper. Cook until thickened and smooth, stirring.

☞ Baked potato

Light the oven. Set the regulator at 400° F. Select 4 potatoes that are about the same size. Scrub the potatoes, using a vegetable brush. Dry. Rub the skin of the potatoes with a little salad oil. Bake until tender—50 to 60 minutes.

On one side cut crisscross gashes in the skin of the potato. Pinch the potato so that some of the inside is forced up through the gashes. Top with a pat of butter or oleomargarine, some salt, and a sprinkling of paprika.

☞ Cabbage salad: four servings

4 lettuce leaves	1 T. chopped green pepper
2 c. shredded cabbage	1 t. minced onion
$\frac{1}{4}$ c. chopped celery	

Wash salad materials and cut as indicated. Mix cabbage, celery, green pepper together. Add enough sour cream dressing to moisten. Serve on lettuce.

☞ Sour cream dressing

2 T. sour cream	$\frac{1}{8}$ t. salt
1 T. sugar	2 T. vinegar

Combine ingredients, beating them together to mix.

(Apple pudding

4 apples

$\frac{2}{3}$ c. flour

$\frac{1}{2}$ c. light brown sugar

$\frac{1}{3}$ c. butter or margarine

Light the oven and set the regulator at 375° F. (In this case, because of potatoes, oven will be hotter.)

Grease a shallow baking pan.

Wash, pare, and slice the apples into the pan.

Blend the flour, sugar, and fat together, using a fork.

Cover the apples with this mixture.

Bake until the apples are tender and the mixture is a delicate brown.

(Lemon sauce

$\frac{1}{3}$ c. sugar

1 t. cornstarch

Speck of salt

$\frac{2}{3}$ c. boiling water

2 t. butter or margarine

2 T. lemon juice

1 t. grated lemon rind

Mix the sugar, cornstarch, and salt in a saucepan.

Add the boiling water slowly to the dry ingredients, stirring it constantly to make a smooth mixture.

Cook until the sauce is thickened, smooth, and clear, stirring constantly.

Add the fat, lemon juice, and rind. Serve warm.



For cooking choose apples with a tart flavor

How can this menu be modified for guests? If the dinner is to be one for guests or for some special occasion, it might seem more festive if a first course was added.

Chilled fruit juice, fruit cup, or a small serving of clear soup might be served as an appetizer. Another vegetable might be added to the main course.

Hot rolls or biscuits could be substituted for the bread, and a dish

of relishes, radish roses, celery curls, and carrot sticks might be included in the menu.

If you find that your oven is not large enough to allow you to broil the meat patties and bake the potatoes and pudding at the same time, the patties could be pan-broiled.

To show that you understand

- 1 Why can ground meat be cooked by dry-heat methods?
- 2 Why is baking a good method of preparing potatoes?
- 3 What determines how rich a dessert should be chosen for a meal?

To show that you can use what you have learned

- 1 Assume that you will prepare the menu given in this unit on Saturday evening at home.
 - a Make a list of necessary supplies.
 - b Make a list of necessary equipment.
 - c Make a plan of work showing what you would do early in the day, what you would do just before the meal is to be served, the order of work, and the time allotted to each task.Ask your home economics teacher or your mother to criticize your plan.

UNIT 5

PREPARING A DINNER IN WHICH THE MEAT IS COOKED WITH MOIST HEAT

Meat that is not tender must be cooked with moist heat to soften the connective tissue. Steam and acid are effective in making meat tender. To create steam, moisture is added to the meat, and the vessel in which the meat is cooked is always covered. Tomato juice is a form of acid which is commonly used. Pot-roasting, braising, and stewing are the ways in which these cuts are generally cooked.

In planning your menu, select Swiss steak. Swiss steak is usually made from round steak that is cut from one to two inches thick. The meat is spread with seasoned flour to absorb any juices that are released and to help in developing flavor. The meat is pounded with a meat hammer or the edge of a plate to make it more tender. It is then browned in fat, a small amount of water or tomato juice is added, the vessel is covered, and the meat is simmered until tender. The cooking may be done either on top of the stove or in the oven.

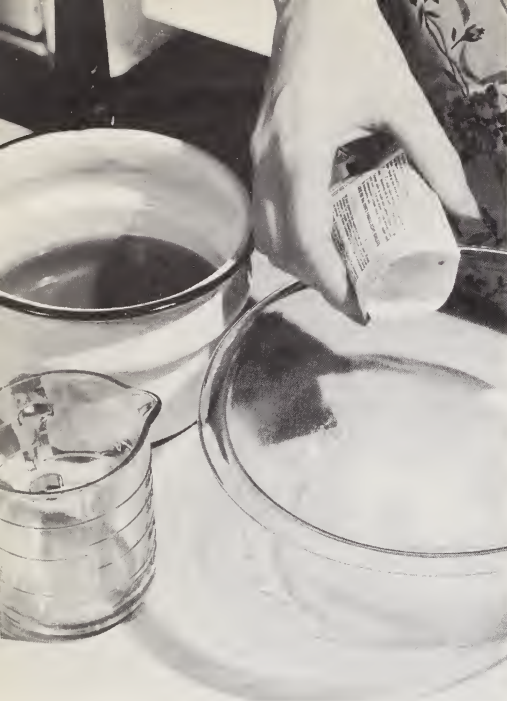
For a medium dinner, you will want to serve potato with the Swiss steak, possibly another vegetable, a salad, and a simple dessert. A dessert made with gelatin might be a wise choice for this dinner. You have already made a molded fruit salad; the same recipe could be used for dessert and served in sherbet glasses or sauce dishes, plain or with a little whipped cream, and a bit of maraschino cherry. This recipe gave you experience with a gelatin dessert powder. You will not always use this preparation; sometimes you will use plain gelatin.

What is gelatin? Gelatin is made from the cartilage, bones, and skins of animals. Have you ever noticed what happens to meat juices which have been left in the roasting pan after they have become cold? Or have you noticed that often the broth in which chicken has been stewed jellies when it is cold? This happens when gelatin cooks out of the bones and cartilage of the chicken.

Gelatin is usually purchased for home use in the form of a prepared gelatin-dessert powder or as granulated gelatin. The prepared dessert powders generally consist of gelatin to which have been added sugar, fruit acid, color, and flavoring. They require only the addition of hot water to make a dessert. However, they have little food value unless fruit juices or other food materials are added to them.

Gelatin contains some protein, but such small amounts of gelatin are used in preparing these dishes that they have little protein value. However, gelatin is valuable in preparing attractive salad or dessert dishes to which fruit, vegetables, eggs, custards, whipped cream, or the like, may be added.

What are attractive types of gelatin dishes? The simplest gelatin dishes are plain jellies made of gelatin, fruit juices, and sugar. Whips are made by whipping plain jelly as it begins to thicken. Sponges are



Knox Gelatine

Why is it necessary to soften granulated gelatin in cold water?

then dissolve quickly in a hot liquid. If fruits or vegetables are to be added, they should be thoroughly drained. Solid foods should be added when the gelatin begins to thicken. If they are added while the mixture is still liquid, the solid foods will float and leave a layer of clear jelly at the bottom of the mold. If they are added after the mixture has set, they will break up the jelly, which will not go back to a solid form again. If fresh pineapple is added to gelatin, the gelatin will not set; but canned or cooked pineapple may be used satisfactorily.

Molds for gelatin should be rinsed with cold water and not dried. After the gelatin mixture has been poured into the molds, they should be put in a cold place, because chilling makes the gelatin set more quickly.

To unmold, dip the mold quickly into lukewarm water. Loosen

made by folding stiffly beaten egg whites into the plain jelly as it begins to thicken. Bavarian creams are plain jelly into which fruit and whipped cream are folded after the jelly begins to thicken. Spanish cream is a combination of a plain jelly and a custard.

What are the characteristics of a good gelatin dish? A successful gelatin dish should be attractive to look at, of good flavor, and firm but not too stiff. The proportion of gelatin to liquid determines the texture of the jelly. Too little gelatin gives a product that is too soft or that fails to jell at all; too much produces a stiff, tough jelly.

How are gelatin dishes prepared? All granulated gelatin must first be soaked in cold water until it softens and swells. It will

the edge of the gelatin with a knife and invert the mold on the serving dish.

What menu will you prepare? You might select any one of the many gelatin desserts, which have been mentioned. Lemon Snow is a sponge made by folding stiffly beaten egg whites into lemon gelatin. It is a light, refreshing dessert well suited to follow a substantial meal. With it you might serve a custard sauce. You have made a baked custard with your lunches. A custard sauce is a soft custard. It is prepared on the same principles as a baked custard, except that it is cooked in a double boiler and is stirred during the entire cooking process.

Perhaps you will select a menu like this one:

		Swiss Steak		
	Mashed Potato		Buttered Broccoli	
Head Lettuce	with		Thousand Island Dressing	
	Bread	Butter	Milk	
Lemon Snow		Custard Sauce		

Previous preparation for the dinner. You will want to decide what duties each person within your group will perform and have each person make a schedule of work. If your laboratory period is not very long, it will be necessary to prepare as much as possible the previous day. Since the meat requires a fairly long cooking period, it could be partially cooked the first day. The potatoes might be washed. The broccoli and lettuce could be washed and stored in the ice box. The salad dressing could be prepared, and the dessert should be made and stored in the ice box.

Final preparation and serving of the dinner. On the day of the dinner, each person will have to assume the responsibility for taking care of and serving a part of the meal. The cooking of the meat must be completed, the potatoes must be pared, cooked, and mashed, the broccoli must be cooked and buttered, the salad must be prepared, the dessert unmolded and sauce served over it, and the table must be set. With your teacher's help, can you plan the best division of work so that all the food will be ready at approximately the same time? Plan a schedule showing when and in what order you would do each task if you were preparing this meal alone at home.

Make a diagram to show how you would modify the place setting on page 305 for this dinner. A plate of bread should be on the table. Salt and pepper shakers should be placed where they will be convenient for all the guests, and a pat of butter should be placed on each bread-and-butter plate.

☞ **Swiss steak: four servings**

1 $\frac{1}{4}$ lb. round steak	2 T. fat
$\frac{1}{4}$ c. flour	$\frac{1}{2}$ c. tomato juice
1 t. salt	$\frac{1}{2}$ onion—sliced
$\frac{1}{8}$ t. pepper	

The meat should be from 1 to 1 $\frac{1}{2}$ inches thick.

Place the steak on a breadboard.

Mix the flour, salt, and pepper together. Spread the flour mixture over both sides of the meat.

Using a meat hammer or the edge of a heavy plate, pound the meat until all the flour is absorbed.

Melt the fat in a frying pan. Brown the steak on both sides.

Add the tomato juice and onion. Cover tightly and cook at simmering temperature until tender.

☞ **Mashed potato: four servings**

4 medium sized potatoes	2 T. butter or margarine
	$\frac{1}{4}$ to $\frac{1}{2}$ c. warm milk

Heat some water.

Wash potatoes, peel, and cut in quarters.

Put potatoes in saucepan. Add just enough boiling water to keep them from sticking.

Add salt to the water in the proportion of 1 teaspoon to 1 quart of water. Cover.

Cook at boiling temperature until well done, about 15 to 20 min.

Drain, if necessary.

Mash thoroughly. Add fat and salt if needed.

Add warm milk, beating until potatoes are fluffy.

☞ **Buttered broccoli: four servings**

$\frac{3}{4}$ lb. broccoli	1 $\frac{1}{3}$ T. butter or margarine
----------------------------	--

Heat some water.

Wash the broccoli, cut off woody ends, and split the stalks in quarters almost to the head.

Put the broccoli in a saucepan that has a tight-fitting cover. Add a small amount of boiling water and $\frac{1}{2}$ teaspoon of salt, and cook until the vegetable is tender, about 15 to 20 min. Put broccoli in serving dish or on dinner plate. Pour melted fat over it.

(Thousand island dressing

- $\frac{1}{2}$ c. mayonnaise
- 2 T. chili sauce
- 2 T. chopped sweet pickle
- 2 T. chopped stuffed olives
- 1 t. minced onion

Combine ingredients. Serve a small amount on wedges of head lettuce.

(Lemon snow: four servings

- 1 T. gelatin $\frac{1}{2}$ c. sugar
- $\frac{1}{4}$ c. cold water 1 c. water
- $\frac{1}{3}$ c. lemon juice
- 2 egg whites

Fill bottom of double boiler one-third full of water and heat. Put gelatin and $\frac{1}{4}$ cup of cold water in the top of the double boiler. Let stand 5 minutes. Put the top of the double boiler over hot water and stir until gelatin is dissolved. Remove from hot water. Add sugar, remaining water, and lemon juice. Chill until jelly begins to form. Beat until foamy. Add stiffly beaten egg whites and continue beating until the mixture begins to hold its shape. Pour into molds. Chill until firm.

(Custard sauce

- 2 egg yolks Speck of salt
- 1 c. milk $\frac{1}{4}$ t. vanilla
- 2 T. sugar



Knox Gelatine

A garnish of sliced maraschino cherries gives this lemon snow eye-appeal

Scald the milk in the top of the double boiler.

Mix sugar, salt, and egg yolks together in a bowl.

Add the scalded milk slowly to the egg mixture, stirring constantly to make a smooth mixture.

Return the mixture to the top of the double boiler.

Cook over hot water until the mixture coats a clean metal spoon. Stir constantly.

Care should be taken not to cook the custard too long or it will curdle.

To show that you understand

- 1 How are the less tender and the tough cuts of meat cooked?
- 2 Why is Swiss steak simmered rather than boiled?
- 3 What are the advantages of desserts made with gelatin?
- 4 What are the characteristics of a good gelatin dish?
- 5 Why is fresh pineapple never used in gelatin dishes?
- 6 How can you get a gelatin dessert out of its mold?
- 7 When should fruits or vegetables be added to gelatin?

To show that you can use what you have learned

- 1 Read the labels on the packages and examine the contents of a package of gelatin and gelatin dessert powder. What does each package contain? Can they be used in the same way?
- 2 Consult available cook books and find a recipe for a gelatin jelly, a gelatin whip, a fruit gelatin, a sponge, a Bavarian cream, and a Spanish cream. How do they differ?



CHAPTER TEN

Entertaining in your home

UNIT I

GIVING A PARTY

Lynn and Doris realized it was difficult for new students entering their school to get acquainted. When Gloria came into their home room in December, they were troubled about her. Gloria was rather shy and the school was much larger than the one she had been attending. In the middle of a semester, the members of classes, clubs, and home rooms were well acquainted with each other, and many had formed the habit of eating lunch, going to games, and attending school dances with their particular groups. Thus the situation was difficult for Gloria. So Lynn and Doris decided that a party might help Gloria to get acquainted and make her feel that the other students wanted to know her.

The girls discussed the matter with their mothers, who agreed that some social function might help solve the problem. It was



Do you always invite your guests far enough in advance?

decided that Lynn would give a party and later on Doris would plan some other kind of social affair. They hoped that by starting things off in this way, some of their friends would include Gloria when they entertained. The girls agreed to help each other since their mothers were willing to advise them but expected them to plan and prepare for the party.

What preparation for a party does a hostess make? Lynn checked with her mother about the date of the party. They chose an evening

when her mother would be at home, and when no other guests had been invited. Lynn realized that a successful party required considerable planning and preparation. She appreciated her mother's help and advice and realized that it is always wise to have an older person around to control situations which might spoil an otherwise happy occasion. Lynn realized, too, that she was only one member of a family sharing a home and its facilities. No member can make his plans without consulting the others to be sure he is not interfering with their previously made plans.

How should you extend an invitation? When Lynn and her mother had agreed on a date and time for the party, she next decided whom to invite. It is usually best to invite people who enjoy being together and who like to do the same things. The number of guests depends on the number that the home will accommodate comfortably, the amount of time that can be spent in getting ready for the party, and the hostess's skill in managing the entertainment and the serving of food.

Lynn decided to invite her friends by telephone because this was

an informal party. Her first call was to Gloria to be certain that she could come. In inviting her guests, she chatted with each for a few minutes and then invited the person, stating the date, time, place, and kind of party as well as mentioning the names of some of the other guests. Lynn did not begin by saying, "What are you doing Friday evening?" before she gave the invitation. To do so is discourteous, because after the prospective guest has said "Nothing," she obviously must accept the invitation whether she wishes to or not.

How should you respond to an invitation? Generally the response to an invitation is made in the same form as the invitation. When Lynn telephoned her friends, they responded to the invitation at once. If there was some reason why a definite answer could not be given then, the guest explained the circumstances and stated when she could give her hostess a definite reply. In accepting an oral invitation, it is a good idea to repeat the date, time, and place of the social event so that there is no misunderstanding.

What kind of entertainment should be planned? After Lynn had chosen her guests, but before she had invited them, she turned her thoughts to entertainment.

There were so many things to do and she, as hostess, knew she was responsible for planning entertainment that would be enjoyed by the entire group. She thought over the various possibilities. Some of her friends were interested in music and got together to listen to good records. This same group liked to gather around the fireplace in winter time and sing together.

One group of friends were athletically inclined. Their good times together took the form of hikes, horseback rides, splash parties, and skating parties.

A boy usually has more fun at a party if he is acquainted with the other boys



Lynn also enjoyed meeting with one group of girls who made things for the children's booth of the church bazaar. They dressed dolls, knitted children's things, and mended and repainted toys.

Lynn had fun with all the groups although they were composed of different personalities and liked different activities. As she thought over the entertainment for this party, she tried to plan things which members of all these groups would enjoy and be able to do. She decided on a series of games, which would give Gloria contact with as many guests as possible.

During the period when the guests were arriving and the hostess was kept busy receiving them, disposing of wraps, and getting guests settled, Lynn felt there might be some difficult moments unless her guests had something to do. So as each guest was settled in a comfortable chair in the living room, Lynn handed them a plain white card and a stick of plasticine or art putty. In one corner of the card was written the name of an animal, such as "elephant." The idea was to work the putty until it was soft, to deposit it on the card, and then to fashion the animal whose name was written on the card. The best animal received an inexpensive prize—such as a package of art putty or crayons. This game would keep the guests' hands busy and at the same time allow them to talk freely with each other.

When invited, each guest was asked to give his or her baby picture to Lynn before the day of the party. These pictures were numbered and set up around the room. The guests were asked to identify each picture by writing the subject's name on a piece of paper. Since Gloria did not know most of the guests, this gave her a chance to become familiar with their names and connect names and faces. This game also provided a chance to move around, in contrast to the first game, which they had played sitting down.

For the third game, the guests all sat in a circle on the floor. Doris, who had been previously asked to do this, was given a rubber ball. She began to tell a weird ghost story. At a very exciting point she stopped talking and threw the ball to one of the guests, who, as he caught the ball, picked up the thread of the story, added a few sentences, and threw the ball to another guest.

For another game, Lynn planned to line up her guests in two

rows with the girls facing the boys. Each girl would be given four jar rubbers and each boy would be given a lollipop. The boys would put the end of the lollipop stick in their mouth. The girls would toss the jar rubbers at the lollipops and the boys would attempt to catch them on the lollipop stick. The first couple who got all four rings on the stick won the game. This game provided both merriment and some activity.

In the next game, one person was sent out of the room while the others sang together. During the song the hostess gave the signal for everyone to be quiet except one person. The person outside was called back and had to guess who sang alone. If the guesser was unable to name the right person, he had to pay a forfeit.

Notice that Lynn alternated quiet with active games, and group games with activities that could be carried on individually. Since, with the exception of Gloria, the group was well acquainted, it was unnecessary to have many mixers.

Lynn felt that by the time the group had played these games, it would be time to serve refreshments. She planned to follow the refreshments with informal dancing to the record player until the party broke up.

What refreshments can be served? The kind and variety of refreshments depend on the amount of money to be spent, the time available to prepare and serve the food, and the equipment needed. For informal gatherings very simple refreshments, such as fruit punch or soft drinks and cookies, are best. In cold weather the beverage could be cocoa, sometimes accompanied by pretzels or doughnuts instead of cookies. After several hours of skating or skiing, more substantial foods might be served, such as hamburgers and baked beans or hot chili con carne with brown bread sandwiches.

How shall party refreshments be served? When a group is small, consisting of not more than four, often everyone comes to the kitchen and helps get things ready. Boys seem to enjoy this as much as girls. Sometimes, when the group is rather large, refreshments are served in buffet style. All the food, silver, china, and napkins are arranged in an orderly and attractive fashion on the dining-room table. Each person picks up the necessary dishes, silver, and china and serves

himself. The guests then return to the living-room, where small tables are placed near each chair or between every two chairs. Sometimes a decorative tray is provided for each guest, which makes eating and balancing dishes much easier. Sometimes the hostess sets up card tables with linen and silver laid at each place; then the guests return with their food and find their places at these tables. For a buffet meal, the hostess and her assistants sometimes pass food to the guests for second helpings.

For this particular party Lynn decided to serve the food in the dining-room with the guests seated around the dining table. In this plan of serving, the table can be laid ahead of time, which saves some confusion and work after the guests have arrived. Of course, it limits the size of the party to the number that can be seated around the table.

Lynn decided to serve a frozen fruit salad, potato chips, simple sandwiches, and cocoa. She felt that this menu had a nice variety in color, flavor, and texture. She included the potato chips for crispness and to keep the menu from being too sweet. As she made her plans, she thought these foods could all be prepared ahead of time and served without too much work. None of these foods required special equipment in preparing or serving, and they were foods which she knew were generally liked.

What preparation should be made ahead of time? Several days before the party, Lynn assembled all the necessary things for entertaining her guests, such as art putty, lollipops, plain white cards, her guests' baby pictures, paper, pencils, a rubber ball, jar rubbers, place cards, and some inexpensive prizes. She also borrowed some of Doris's records for dancing.

The day before the party, Lynn and her mother put the house in order, dusting and cleaning it. Her mother baked the nut and orange bread for the sandwiches, and Lynn went to the store for the foods she would need. She also wrote the place cards and decided where each guest would sit.

The morning of the party, Lynn made the salad and put it in to freeze. She made the cocoa (recipe on p. 217) and put it into the refrigerator. She then polished the silver and got out the linen and



Brer Rabbit Molasses

You may vary this style of buffet table setting in several ways

dishes which she was going to use and saw that they were clean. In the afternoon she set the table and made the sandwiches. The sandwiches she wrapped in wax paper and covered with a damp towel so that they would not dry. She washed the lettuce and divided it into serving pieces and put it into a covered bowl in the refrigerator.

While the guests were playing the game with the lollipops, Lynn went to the kitchen and put the cocoa into a double boiler to heat. When they started to play the next game, Lynn and Doris went to the kitchen and began arranging the salad and the potato chips on the plate, and also arranging a large plate of sandwiches.

(Frozen fruit salad: *eight servings*

2 ounces cream cheese

2 T. cream

$\frac{1}{3}$ c. mayonnaise

1 c. whipping cream

1 c. diced canned pineapple

$\frac{1}{2}$ c. maraschino cherries

$\frac{1}{2}$ c. orange sections

$\frac{1}{2}$ c. banana



Arranging iced drinks, sandwiches, and little cakes on a tray simplifies serving

Drain cherries and pineapple. Cut all fruit into small pieces. Blend cream into cheese. Add mayonnaise, mixing until smooth. Whip cream and fold into mixture. Fold in fruits. Put in freezing trays until firm. Cut and serve on lettuce.

With this, Lynn served nut-bread sandwiches spread with butter and cut into triangles, and orange-bread sandwiches spread with butter and cut into square shapes. For a third type of sandwich she cut thin slices of whole-wheat bread into circles with a cookie cutter and covered each circle with a spread of minced chicken mixed with mayonnaise and finely chopped celery. Then she cut another circle of whole-wheat bread

with a doughnut cutter and used this for the top of the sandwich. In the center hole she placed a thin slice of stuffed olive.

Just before the guests sat down, she placed the salad plate with salad and potato chips at each place. While she was doing this, Doris filled the cups about three-fourths full of cocoa and placed the plate of sandwiches near Lynn's place so that she could start them around the table. At this point Lynn asked her guests to find their places in the dining-room.

What are the qualities of a successful hostess? As Lynn made plans for her party, she began to think of all the things she must know and do to be a successful hostess. Not only must she invite congenial people, plan their entertainment, and serve refreshments, but she must also greet her guests cordially, treat all her guests alike, look after their needs, and make necessary introductions.

How are introductions correctly made? In making introductions Lynn introduced the guests to each other, and the guests to her father and mother. Lynn pronounced the names clearly and tried to add a sentence that would start a conversation. In making introductions there are a few simple rules to remember. Men and boys are introduced to women and girls. Young people are introduced to older people of the same sex.

For example, Lynn would say "Mother, this is Gloria Adams, the new girl from Philadelphia." This illustrates the rule of introducing the younger to the older person of the same sex. When introducing Gloria and her father, she would say "Father, I'd like to introduce you to Gloria Adams." This illustrates the rule of presenting the man to the woman regardless of age.

In making introductions the forms used generally are: This is, Have you met, Do you know, I should like you to meet, May I present; also, sometimes the persons' names are mentioned without using any of these expressions. "May I present . . ." is considered a formal introduction. If any of these forms are used, the person to whom you are showing deference is named first. When the form "I should like to introduce you to . . ." is used, the name of the person to whom deference is intended is mentioned first. For example, Lynn would say "Father, I should like to introduce you to Gloria Adams." The correct response to an introduction is "How-do-you-do?" which both people may say; or one person may use this response and the other launch into a conversation.



Is it easy for you to introduce your friends to your parents?

What are the qualities of a successful guest? The guest who is invited the second time may consider himself a successful guest. The person who is able to put himself in the hostess's place and act as he would want another person to act in his home is usually a desirable person to include when making up a guest list. It is polite to enter with enthusiasm into the entertainment provided by the hostess. However, be careful not to gush. Sincerity is a good watchword to follow. If your hostess suggests a choice of things to do and asks your preference, it is courteous to express an opinion. If you really would enjoy doing either of the things suggested, you might say, "It is difficult to make a choice. I really would enjoy either. Could we do one now and the other one later?"

It is natural that we should like some people better than others, but a well-mannered person does not make herself conspicuous by paying marked attention to any one person at a party. This is true whether you are the hostess or a guest. The possible exception here, of course, is that a hostess does pay certain courtesies to her guest or guests of honor, but only in such a way as to honor them particularly, not to neglect her other guests in the slightest degree.

Some people never seem to know when and how to leave a party. It is a compliment to the hostess for her guests not to rush off. However, a guest should be able to tell when the party is over, and should leave before the hostess is worn out. When the time comes to go home, simply rise and say that you must be going. Shake hands with your hostess and express your appreciation for having been invited and for the entertainment provided. If there is a guest of honor, you should speak to her, saying that you enjoyed meeting her and that you hope to see her again. A friendly good-by to the group is polite.

To show that you understand

- 1 When you are planning to give a party, why is it wise as well as courteous to consult your mother about the date?
- 2 How should you invite your friends to an informal party?
- 3 What determines how many guests you will entertain at one time?

- 4 How should you accept an oral invitation?
- 5 In planning entertainment, what should you keep in mind?
- 6 What is buffet style of serving?
- 7 In giving a party, what are the duties of the hostess?
- 8 State the rules for making introductions?
- 9 What is the correct response to an introduction?
- 10 What are the obligations of a guest at a party?
- 11 When do you leave a party and what do you say on leaving?

To show that you can use what you have learned

- 1 Nancy White moved from Chicago to a small town in the Middle West. Soon after the Whites were settled in their new home, Jean Brown, one of their new neighbors, invited Nancy to a party. Nancy practically took over the duties of the hostess. When Jean suggested a game, Nancy proposed one which she thought fun and directed the playing of it. When the time came to serve the refreshments, Nancy insisted on helping, and told her hostess that the way she had planned to serve was incorrect and that it should be done differently. Nancy was very much hurt when a few weeks later Jean gave a party for an out-of-town guest and did not invite her. In what respects did Nancy fail as a guest?
- 2 Without giving names or any other means of identification tell of some occasions when you or your acquaintances have been or failed to be perfect guests.

Putting what you have learned into practice

- 1 As a class activity, practice introducing your friends to each other; some of the girls can be mothers, some can be boys, and others can be out-of-town guests. Remember the rules for such introductions.
- 2 Plan the entertainment for a party to be given for boys and girls in your class at school.
- 3 If feasible, plan and give a tea or a party as a class, either for the faculty and mothers of your class or for other pupils in your school.

PREPARING REFRESHMENTS FOR OTHER PARTIES

The kind of refreshments that you will serve depends upon the kind of party you are giving, the customs in your locality, the amount of money you wish to spend for this event, and your time and skill.

In some localities, potluck luncheons and suppers for which each of several girls supplies one dish are very popular. The menu is usually better balanced and provides a more satisfying meal when the type of dish that each person is to bring is designated ahead of time. For such a meal, you might use any of the dishes in the luncheon and dinner menus in this book, provided that they are foods which do not have to be served as soon as they are cooked.

What refreshments may be served at a skating party? For a skating party, refreshments should consist of substantial, hot foods which will satisfy sharp appetites. A good combination would be stuffed frankfurters in a bun, relishes, and cocoa.

¶ Stuffed frankfurters

Cut each frankfurter lengthwise, but do not split in two.

Insert pieces of cheese in this slit. (Select cheese that melts readily.)

Wrap a slice of bacon in a spiral fashion around the frankfurter and fasten each end with a toothpick.

Broil, turning so that the bacon becomes crisp and brown all over.

On the relish plate you might have some carrot sticks, radish roses, celery curls, olives, and pickles of various kinds. Potato chips are always a welcome accompaniment, but they are not necessary.

What refreshments may be served at Halloween? For a Halloween party, the usual refreshments are cider, doughnuts, and popcorn balls. Gingerbread makes a pleasant variation and may be served with or without whipped cream. To add to the fun of the occasion, you





Swift and Company

Frankfurters stuffed with cheese and wrapped in bacon are delicious

might insert the traditional Halloween charms in the cake after it is baked. The girl who gets the thimble in her cake will be an old maid. The ring indicates marriage ahead, and a dime means the recipient will have money.

☞ Gingerbread

1 egg	$\frac{1}{4}$ c. melted fat
$\frac{1}{4}$ c. sugar	$1\frac{3}{4}$ c. pastry flour
$\frac{1}{2}$ c. molasses	1 t. baking powder
$\frac{1}{2}$ c. boiling water	$\frac{1}{4}$ t. salt
$\frac{3}{4}$ t. ginger	1 t. cinnamon
$\frac{1}{2}$ t. allspice	1 t. baking soda

Grease baking pan. Light oven, set at 325° F.

Sift flour, baking powder, salt, spices, and baking soda together.

Combine the melted fat, sugar, and molasses. Mix well.

Add the beaten egg to the sugar mixture and mix well. Add the boiling water.

Add the flour mixture and beat about 1 minute. Turn into pan. Bake about 30 minutes.

(I Popcorn balls

$\frac{1}{2}$ c. corn sirup	$\frac{1}{2}$ T. vinegar
$\frac{1}{2}$ c. molasses	$\frac{1}{4}$ t. salt
1 T. butter	$\frac{1}{2}$ c. corn

Pop corn. Put the well-popped kernels in a large bowl, discarding the unpopped kernels. Salt.

Combine corn sirup, molasses, vinegar in a saucepan.

Boil to 270° F. Remove from stove, add butter, and pour slowly over popped corn. Mix with a spoon. Press lightly into balls as soon as it is cool enough to handle.

What refreshments are always popular? A favorite dessert for parties is ice cream and cake. You will probably buy commercial ice cream. If you make it by using one of the commercial ice cream mixes, you must follow the directions on the package.

What are the three types of cakes? There are three general types of cakes: sponge cakes, chiffon cakes, and butter cakes. The difference is simply that sponge cakes are made without fat; chiffon cakes have a sponge cake texture but contain fat; and butter cakes contain fat. Most cookies are a variation of a butter cake, but they are made from a stiffer mixture and baked in a smaller form than cake.

What are the characteristics of good cake? A good cake should be symmetrical in shape with a very slightly rounded top. It should be light. The crust should be soft and golden brown in color. When the cake is cut it should hold its shape, and the inside should be tender, moist, and feel velvety. It should have very small holes evenly distributed.

The same conditions make for a successful cake that make for successful muffins. The right ingredients must be used in the correct proportions. All measurements must be accurate. The method of combining and the temperature for baking are also important in making a good cake.

What ingredients are used in cake? Somewhat the same ingredients are used in butter cakes as in muffins. Fat, sugar, eggs, liquid, flour, leavening agent, and flavoring are the basic ingredients.

Fat, called shortening, is used to make the cake tender. Many of the older cake recipes called for butter, as it was considered the most



Log Cabin Syrup

Popcorn balls are easy to make and can be cleverly decorated

desirable fat for cake-making because of its delicate flavor. Margarine, hydrogenated fats, and bland lard are now generally used in cake-making and not only are less expensive but make cakes of fine texture and good volume. Sometimes a combination of butter and another fat is used satisfactorily, but it is necessary to select a fat that can be creamed, unless you are using one of the recipes especially developed for liquid fat. It is not safe to substitute liquid fat in a recipe that calls for solid fat. Creaming consists of rubbing or working the fat with a spoon to soften it to a creamy consistency. This process works air into the fat.

The amount of fat called for in cake recipes varies with the type of cake desired, that is, whether

a plain cake or a rich cake is desired. Plain cake tends to dry out if it is not eaten within 24 hours; a richer cake keeps moist longer.

The sugar used in making cake should be finely granulated to give a fine-textured cake. If the sugar is very coarse, it should be placed on a molding board and rolled with a rolling pin until it is fine. Powdered sugar gives a very even texture to cake, but its extra cost offsets this advantage.

The liquid used in making cake may be milk, water, or fruit juices. Milk and fruit juices have food value and flavor and are preferable to water for these reasons.

Eggs are used to make the cell walls of the cake firm. They are also a means of introducing air into the cake.

Pastry flour or cake flour is necessary for most successful cakes and should be used unless the recipe calls for an all-purpose flour.

The leavening agents are the air beaten into the cake and the baking powder or soda. If soda is used, an acid such as sour milk or cream of tartar must also be present. Buttermilk, fruit juices, molasses, and brown sugar are also used in baking to provide an acid ingredient.

What methods are used in mixing cakes? Three methods are used in combining the ingredients in cake: the muffin method, the conventional butter-cake method, and the one-bowl method.

The muffin method, as its name shows, is the same as that used in mixing muffins. You will recall that in making muffins the dry ingredients were measured and sifted together into a mixing bowl. The milk, egg, and melted fat were combined. Then the liquid ingredients were poured into the dry ingredients all at one time. In making cake by this method the mixture is beaten vigorously until smooth. This produces a light cake and one which is quickly made, but it does not give the fine grain or the velvety texture that results from the conventional butter-cake method. Cake mixed by the muffin method is best when fresh, and should be eaten the day it is baked. The method of mixing, as well as the amount of fat used, seems to affect the "keeping qualities" of cake.

The conventional butter-cake method requires greater skill and a longer time to prepare than the other methods, but gives a finer cake and one that will keep better than the muffin-method cake. In making cake by this method, the fat is creamed and the sugar added gradually. This mixture is creamed until it is very light and fluffy. The egg yolks are beaten into the fat and sugar mixture. The flour, baking powder, and salt are sifted together and added alternately with the milk. The stiffly beaten egg whites are folded into the mixture.

The one-bowl method, as its name implies, requires just one bowl instead of several, and less skill and time than the conventional method. In this method the dry ingredients are sifted together into the mixing bowl. The fat and part of the milk are added and the mixture is beaten. Then the unbeaten eggs and the remaining milk are beaten in. Cakes made by this method have a velvety texture and good keeping qualities. They are, however, somewhat sweeter, as they



Fig. 1. Start with the shortening well softened



Fig. 2. Alternately add the dry ingredients which have been sifted together



Fig. 3. Alternately add the moist ingredients including the unbeaten eggs



Fig. 4. Stir together until well blended and pour into greased baking pans

Swans Down Cake Flour

MAKING A ONE-BOWL CAKE

Fig. 1. Cream the butter and add the sugar gradually



Fig. 2. Sift the flour, baking powder, and salt together and add alternately with the milk. Add the seasoning



MAKING A BUTTER CAKE

Fig. 3. Add the well-beaten egg yolks



Fig. 4. Lastly, fold in the egg whites, which have been beaten stiff but not dry



require a slightly higher proportion of sugar and liquid. For best results a vegetable shortening of the emulsified type should be used.

How should the cake pans be prepared? Cake mixtures are baked as loaf, layer, or cup cakes; the latter are baked in muffin tins. All cake pans, except those used for sponge, chiffon, or angel cakes, should have the bottoms brushed or wiped with liquid fat. Then the pans should be dusted with flour, or the bottoms of the pans may be lined with oiled paper to fit exactly. Since the cake can be loosened easily from the sides of the pan, it is not necessary to line the sides with paper. Muffin tins may be lined with paper baking cups into which the cake mixture is poured.

How should the cake be baked? Place the pan as near the center of the oven as possible. A loaf cake is usually baked in a 350° F. oven for about 45 minutes. Layer cakes or cup cakes require a 350° to 375° F. oven for 20 to 30 minutes. At the end of the first quarter of the baking period, the cake mixture should have risen somewhat but should show no signs of browning. At the end of half the baking period, the cake should have risen the full amount and should be beginning to brown. At the end of the baking time, the cake should respond to the same tests as those given for muffins.

After taking the cake from the oven, let it stand until it cools slightly so that it may be more easily removed from the pan. Loosen the cake from the sides of the pan by running a knife around its edge. Turn the cake onto a wire rack. Remove the waxed paper from the bottom of the cake at once. Turn the cake right-side up and allow it to cool completely before frosting.

Since most young people like chocolate cake, perhaps you would like to try the recipe given here, which uses the one-bowl method:

☞ **Devil's food cake**

1½ c. sifted cake flour	1 t. salt
1¼ c. sugar	⅔ c. vegetable shortening
½ c. cocoa	1 c. milk
1¼ t. baking soda	1 t. vanilla
¼ t. cream of tartar	2 eggs

Magic Chef

Try baking cupcakes or cookies for your next party





The Best Foods, Inc.

This is one idea for frosting a graduation-party cake

Sift the flour, sugar, cocoa, baking soda, cream of tartar, and salt into a mixing bowl. Drop in the shortening. Add $\frac{3}{4}$ of the milk, then the vanilla. Beat 150 strokes, scraping the bowl and spoon frequently.

Add unbeaten eggs and beat 250 strokes.

Add the remaining milk and beat 50 strokes.

Bake in two prepared layer cake pans in a 350° F. oven for 30 to 40 minutes.

How is icing made? Icing serves several purposes. It covers the outside of the cake and helps to keep it from drying; it makes the cake more attractive in appearance and adds to the flavor. There are uncooked as well as cooked icings. Uncooked icing can be quickly made. Sea-foam icing is not difficult to make.

(Uncooked chocolate icing

1 square chocolate
1 T. butter or margarine
Few grains salt

3 T. milk or cream
Confectioner's sugar—sifted
 $\frac{1}{2}$ t. vanilla

Melt the chocolate and butter in a bowl over hot water.

Add the milk or cream and salt.

Remove from the hot water. Add the vanilla.

Stir in powdered sugar until the mixture is stiff enough to spread.

(Sea-foam icing

$\frac{3}{4}$ c. brown sugar—firmly packed
1 egg white $\frac{1}{2}$ t. vanilla
 $2\frac{1}{2}$ T. water Few grains salt

In the top of a double boiler combine the unbeaten egg white, sugar, water, and salt. Beat with a hand beater until thoroughly mixed.

Place over rapidly boiling water and beat constantly with the hand beater until the icing will hold a peak.
Remove from boiling water and add vanilla.

Kinds of cookies. Most cookies are a variation of the butter cake. They are made from a stiffer mixture and baked in a smaller form than cake. Good cookies should be attractive, be uniform in shape and color, and keep fresh for some time.

There are various kinds of cookies. Rolled cookies are made from a stiff dough which is rolled thin, cut into various shapes, and baked. This type may also be molded into a roll, chilled, and then sliced and baked. Drop cookies are made from a softer mixture and are dropped by spoonfuls on a baking sheet. Or they may be spread on a cookie sheet, baked, and then cut into bars.

Baking cookies. The most convenient utensil to use for baking cookies is a baking sheet. This is a large, flat piece of metal with a very shallow rim or no rim at all. In selecting a baking sheet, choose one smaller than the oven, because the heat must circulate around it to secure even baking. The sheet should be greased, and the cookies should be spaced apart since many kinds will spread in baking. Cookies are generally baked in a moderate oven from 350°F. to 400°F.

Characteristics of good cookies. The characteristics of good cookies may vary slightly with the various kinds. In general, the edge should be slightly brown and crisp, the top an even shade of light brown. If it is a crisp cookie, it should be very crisp; if puffy, very light.

¶ *Ice box cookies: 24 medium cookies*

$\frac{1}{2}$ c. granulated sugar	2 c. pastry flour
$\frac{1}{2}$ c. brown sugar	$\frac{1}{4}$ t. soda
$\frac{1}{2}$ c. fat	$\frac{1}{2}$ t. salt
1 egg	$\frac{1}{4}$ t. vanilla

Mix the granulated and brown sugar together.

Cream the fat.

Add the sugar gradually, beating after each addition until the mixture is fluffy.

Beat the egg. Add the beaten egg to the sugar mixture.

Mix well.

Sift the flour, soda, and salt together.



Brer Rabbit Molasses

Fancy shapes and decorations can make plain cookie dough interesting and festive

$\frac{1}{4}$ c. raisins	$\frac{1}{2}$ c. flour
$\frac{1}{4}$ t. vanilla	$\frac{1}{4}$ t. baking powder
1 egg	$\frac{1}{8}$ t. salt
$\frac{1}{3}$ c. sugar	

Wash the raisins and drain well.

Cut the nut meats into small pieces.

Melt the chocolate over hot water.

Melt fat, measure, and add to melted chocolate.

Sift the flour and measure. Add the baking powder and salt to the measured flour.

Sift together to mix, and combine with the nut meats and raisins.

Beat the eggs, add the sugar slowly, and continue beating.

Add the melted chocolate and fat and mix thoroughly.

Add the dry ingredients and then the vanilla. Stir until well blended.

Drop by teaspoonfuls on a greased baking sheet.

Bake in a moderate oven (375° F.) from 10 to 12 minutes.

Add the dry ingredients to the wet mixture one fourth at a time until all the dry mixture is used. Beat well after each addition.

Add the vanilla.

Shape the cookie mixture into a roll, wrap in wax paper, and place in the refrigerator to chill thoroughly.

Grease a cookie sheet with liquid fat. Unwrap the chilled cookie dough, cut into slices $\frac{1}{4}$ inch thick or as thin as you desire, and place on the cookie sheet with a little space between them.

Bake in a 375° F. oven for 12 to 15 minutes.

Remove cookies from the sheet with a spatula before they are entirely cool.

¶ **Chocolate drop cookies: 16 cookies**

1 ounce baking chocolate

2 T. melted margarine or shortening

$\frac{1}{4}$ c. nut meats

To show that you understand

- 1 How can you be sure of a well-balanced meal for a potluck supper?
- 2 What should be the chief characteristics of the refreshments for a skating party?
- 3 What are the characteristics of a good cake?
- 4 What is the function of the various ingredients used in cake?
- 5 By what three methods may cakes be mixed?
- 6 Give the advantages and disadvantages of each method.
- 7 How do you know when the cake is baked?
- 8 Name different types of cookies.

To show that you can use what you have learned

- 1 Plan refreshments that would be suitable for the following parties: New Year's Eve, St. Valentine's Day, St. Patrick's Day, and a birthday.
- 2 What foods might you serve as refreshments at a party for your little sister or brother?

Putting what you have learned into practice

- 1 In your food laboratory, demonstrate the various ways that refreshments might be served.

UNIT 3

MAKING CANDY

When friends drop in to listen to records or to visit for a while, do you like to have a plate of fudge to pass around? Perhaps your home-made candy is something of a gamble, and you would like to be able to count on its always turning out well.

What is the value of candy? Sugar, which is the chief ingredient of candy, supplies energy, but that is its only use. It does not supply any material for building or repairing tissues and cells. It contains

no material for regulating the processes of the body. Thus the use to which sugar may be put in the body is limited.

However, growing young people are generally very active and need considerable fuel to furnish the necessary energy. Sugar may be used to furnish some of this fuel, provided it is eaten at the proper time and in moderate amounts. Many other foods—for example, fruits—furnish some sugar. But fruits, in addition to the sugar, supply valuable minerals, vitamins, and some cellulose; therefore natural sweets like fruits are more valuable foods than candy.

The proper time to eat candy is at the end of the meal, in place of dessert. Candy satisfies hunger very quickly. If it is eaten before a meal, the appetite is at least partially satisfied, hunger is not so keen as it should be, and the main dishes of the meal may be neglected so that not enough of the right kind of food may be eaten to keep the body in good working order.

Different types of candy. In general there are two classes of candy: creamy or crystalline, and noncrystalline. Fudge, divinity, and fondant are creamy or crystalline candies. Noncrystalline candies are caramels, marshmallows, gumdrops, and butterscotch.

The difference in these types of candies is due to the different ingredients which are used, differences in the cooking period, and differences in the way in which the candy is treated after it is cooked.

How is crystalline candy prepared? In making crystalline candy the rather coarse crystals of sugar are dissolved in liquid, cooked, and the mixture handled in such a way that when the candy "sets" or crystallizes again, such tiny crystals will be formed that the candy will have a creamy texture.

In order to get the best results, certain precautions must be observed. A good recipe and accurate measurements are important. The addition of certain substances, such as cream of tartar, corn sirup, egg whites, and butter, helps to prevent the formation of large crystals and so helps to make the candy creamy.

In cooking the candy, take care to keep the grains of sugar washed from the sides of the pan. If these grains of sugar remain on the sides of the pan after the candy is cooked, the mixture tends to form large crystals around these grains and all the candy becomes grainy.



Brer Rabbit Molasses

Having an old-fashioned taffy-pull is fun for everybody

How is candy tested? Crystalline candy may be tested in a number of different ways to determine whether or not it is sufficiently cooked. Using a thermometer and cooking the candy to a given temperature as indicated on the thermometer is the most accurate method. The bulb of the thermometer should be completely covered by the boiling mixture, and the candy should be kept over the heat while the temperature is being taken. The glass of the thermometer should not touch the bottom or sides of the pan. The temperature should be taken with your eye level with the point on the thermometer that the mercury has reached.

Candy may also be tested for sufficient cooking by dropping a small amount of it into a cup of cold water. A new cup of water should be used for each test. Candy has reached the soft-ball stage when it does not spread out on being dropped into cold water. It tends to stay in one mass and can be collected into a soft ball. Candy has

reached the hard-ball stage when, in cold water, it forms a ball that is hard enough to hold its shape but is still plastic. Candy has reached the crack stage when it becomes brittle when dropped in cold water and breaks when crushed in the fingers.

How should the candy be handled after cooking? If the candy is beaten immediately after being taken from the fire, large crystals will form, making the candy grainy. Beating helps to make the candy creamy only if the candy is beaten at the right temperature. Generally the candy is cooled until the hand can be held on the bottom of the pan (150° F.); then it is stirred or beaten. As the candy begins to set, it grows lighter in color, loses its high gloss, and becomes dull and creamy in appearance.

What are the characteristics of good crystalline candy? Crystalline candies should be smooth and creamy. They should have a fine texture.

(Fudge

2 c. sugar	2 T. corn sirup
6 T. cocoa	2 T. butter or margarine
$\frac{1}{8}$ t. salt	$\frac{1}{2}$ t. vanilla
$\frac{3}{4}$ c. milk	

Mix the sugar, cocoa, and salt together in a saucepan.

Add the milk and sirup; stir until all the ingredients are combined.

Cook, stirring constantly until the sugar is dissolved and then only occasionally to keep the mixture from sticking to the pan.

When the soft-ball stage (234° F.) has been reached, remove the pan from the fire.

Add the butter or margarine and set aside to cool without stirring.

When you can hold your hand on the bottom of the pan, add the vanilla and beat the candy until it loses its gloss, becomes creamy, and tends to hold its shape.

Pour the candy quickly into a greased pan.

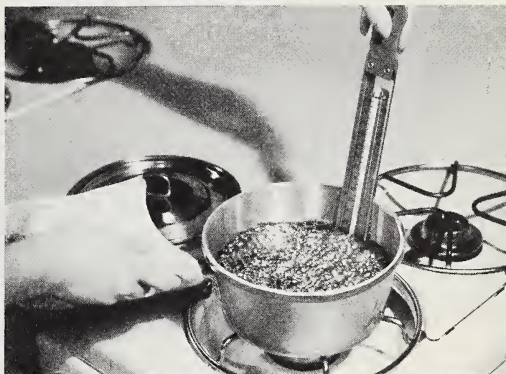
Cut into squares when cool.

How are noncrystalline candies made? The formation of any crystals must be prevented in noncrystalline candies. Such materials as corn sirup, butter, gelatin, or an acid such as cream of tartar, vinegar, or lemon juice, are added to prevent the formation of crystals. As

Fig. 1. Put sugar, sirup, chocolate, salt, and milk in saucepan and cook over low heat, stirring constantly



Fig. 2. When chocolate has dissolved, stir only occasionally and cook to 234° F.



Woman's Home Companion
MAKING FUDGE

Fig. 3. Add the butter and cool without stirring

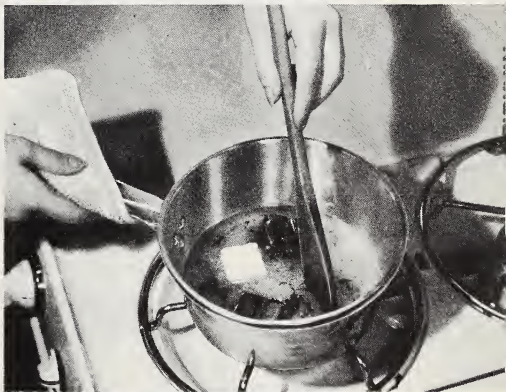


Fig. 4. When nearly cold, add vanilla and beat until fudge is creamy



a rule these candies are not beaten or worked after cooking. They are merely molded and cooled. Noncrystalline candies may be chewy, hard, or spongy.

¶ Caramels

2 c. corn sirup	$\frac{1}{4}$ lb. butter or margarine
2 c. granulated sugar	1 c. nuts
1 large can condensed milk	

Grease the pan in which the caramels are to be molded.

Chop the nuts.

Mix ingredients in a saucepan.

Cook to 238° F., stirring constantly.

Pour into the greased pan. Cut while still warm.

When cold wrap each piece in heavy waxed paper.

To show that you understand

- 1 Is candy a valuable food?
- 2 When should candy be eaten?
- 3 What are the two types of candy?
- 4 How should fudge be made so that it will be creamy?
- 5 What is the most accurate method of determining when candy is sufficiently cooked?
- 6 Why is fudge allowed to cool before it is beaten?
- 7 How are noncrystalline candies treated after cooking?



Singer Sewing Centers

CHAPTER ELEVEN

Serving our meals

UNIT I

WHAT IS THE CORRECT WAY TO SET THE TABLE AND TO SERVE?

Value of an attractive table. Can you recall how much you enjoyed the last party you attended? Before you went, you thought about what you would wear and how much fun you were going to have. The fun of attending the party was in seeing your friends dressed in their best, in the games you played, and in the refreshments you ate. If you were to analyze the pleasure you had from the refreshments, you would find that your enjoyment was not so much from the actual food served to you. Most of the dishes served were not unusual, but everything looked so pretty and the foods were so nicely served that even plain bread-and-butter sandwiches tasted unusually good.

So it is with the serving of daily meals. A table laid with fresh mats, with an orderly placing of china and silver, and perhaps a centerpiece of bright flowers produces a cheerful effect and encourages pleasant manners and happy conversation. At such a table the whole meal becomes enjoyable, the food tastes better, and is really more beneficial.

Linen. Under this heading belong not only the tablecloths, doilies, and runners which often are actually made of linen, but also plastic and cotton or rayon mats. You may be familiar with plastic mats in delicate colors that look like linen which has been embroidered in more or less elaborate patterns. Other plastic mats or doilies may show interesting historic scenes or colorful bouquets of flowers. The patterns, sizes, and colors are practically unlimited. Such plastics are very easily kept spotless. Wiping them with a damp cloth is usually all the cleaning that is required.

In many families while plastic mats may be used for breakfast or luncheon, those made of fabrics are preferred for dinner or for more formal occasions. Few households today use the linen damask tablecloths of our grandmothers' days. The time required to launder such cloths and to iron them to a high gloss is considered too great a price for their beauty and elegance. When such a cloth is used, it is placed over a silence cloth. The purpose of a silence cloth is to protect the table, to hold the tablecloth firmly in place, and to soften the noise made by dishes and silver. Such cloths are made of double-faced outing flannel, or of quilted padding, or of asbestos cut to fit the table. Whatever form of silence cloth is used, it should be placed carefully. If it extends beyond the table top, it should extend the same distance at both ends and at both sides. The tablecloth is then placed on the silence cloth with the center crease up and an even distance from the sides of the table. The tablecloth should extend an equal distance over the ends and sides.

When doilies or runners are used, they should be so placed that their edges are parallel to the edges of the table. A long runner extending beyond the ends of the table must be placed so that the exact middle of the runner corresponds with the middle of the table. Thus the same amount of fabric will hang over each

end of the table. A runner is often used for a buffet table.

Elaborate lace and embroidered cloths are expensive to purchase and expensive to maintain. A single careless spot may be impossible to remove and ruin the appearance of such a cloth. When such cloths are used, they are often, for the sake of contrast, placed directly on the table without a silence cloth. Unless the table has been treated to be heat resistant, this is not a safe practice.

Napkins vary in size from 12 to 27 inches square. The smaller sizes are used for parties, tea, breakfast, and lunch; the larger ones for dinner.

Centerpiece. To add to the attractiveness of the table some kind of centerpiece is generally used. In the summer a bowl of garden flowers adds color to meals. In the winter a bowl of fruit, a small growing plant, or an arrangement of artificial table ornaments may be substituted. A suitable and attractive centerpiece for the Christmas season may be made from twigs of evergreen, pine cones, and colored balls such as are used on the Christmas tree. The centerpiece should be placed in the exact center of the table and should be in proportion to its size. In an apartment or small house where a dinette is used, the table necessarily is small. Under such circumstances, a large bowl with many flowers would be out of place, but a bud vase with two or three blooms would be in keeping with the size of the table. Any centerpiece should be low enough so that

Arrangements suitable for a buffet table





Towle Sterling

Simple designs in china and silver can be most attractive

those at the table can see over it and can conveniently carry on a conversation with others across from them.

The cover. The silver, glass, linen, and china placed on the table for each person is called a cover. Generally from 20 to 30 inches are allowed for each cover at the table. The number of dishes and silver with which the table is laid depends on the menu and the formality of the service. If, for example, the meal contains no food which requires a knife, at an informal meal no knives are placed on the table.

Silver. The silver for each cover is placed one inch from the edge of the table. The knife is placed at the right of the plate with the sharp edge turned toward the plate. The spoon is placed at the right of the knife with the bowl turned up. The fork is placed at the left of the plate with the tines up. When no knife is used, the fork is placed at the right of the plate. The oyster cocktail fork is placed at the right of the spoons or on the plate which is under the cocktail glass.

When there are several pieces of each kind of silver, they are ar-

ranged in the order in which they are to be used, beginning at the outside of the cover and working toward the plate. This does not mean that knives and spoons are intermingled. The spoons are placed at the extreme right in the order in which they are to be used, and the knives are placed between the spoons and the plate, in the order in which they are to be used. To illustrate, if a soup spoon is to be used before a teaspoon, the soup spoon should be placed to the right of the teaspoon. If the salad is to be served as a separate course following the main course, the dinner fork should be placed at the left, and the salad fork should be placed at the right of the dinner fork and next to the plate.

China and glass. The water glass is placed above the knife. When milk is served, the milk glass is placed at the right of the water glass. Glasses should be filled only three-fourths full, so that they may be handled easily with no danger of spilling the contents. The bread-and-butter plate should be placed above the fork. If a bread-and-butter knife is used, it is placed on the bread-and-butter plate; it should be placed either parallel to the table edge across the top of the bread-and-butter plate or parallel to the knives and forks on the side of the bread-and-butter plate nearest the forks. The salad plate is usually placed at the left of the plate or if there is no hot beverage, at the top or right of the plate. The cup and saucer are placed at the right of the spoons with the handle of the cup pointing toward the right.

Napkin. The napkin is at the left of the fork with the open corner at the lower right and toward the plate. If placed in this way, it naturally unfolds as you pick it up.

Serving dishes. The salts and peppers are placed so that they may be conveniently reached. It is desirable to have a set of salt and pepper containers shared by only two people, and each set should be placed in the same position; ideally they should be halfway between two covers and several inches nearer the center of the table.

If the main dishes of the meal are to be served at the table, they are placed in front of the host. The necessary silver is placed near the serving dish. If a spoon is to be used, it is placed at the right of the dish. If a knife and fork are to be used, the fork is placed at the left

and the knife at the right. The sugar and cream are generally placed in front of the hostess since she usually serves the coffee. The sugar spoon is placed beside the sugar bowl. Bread and other serving dishes are distributed about the table in an orderly way, so that the table appears balanced and with no one place overcrowded. Always keep in mind how these dishes will be passed or served at the table, and arrange them in that way.

Serving. There are three types of table service: English, Russian, and compromise. In the English service the entire meal is served at the table. The host generally serves the main course, and the hostess serves the salad, dessert, and beverage.

The Russian service is the most formal and is the method used in a first-class hotel, but is not practical at home unless you have more than one maid. In this service none of the food is placed on the table. It is all served from the side.

The compromise service is a combination of the English and Russian. Some of the food is served at the table and some from the side. The main course is often served at the table, and the salad, dessert, and beverage may be served in the kitchen and brought to the table in individual dishes.

Each home must decide which style of service is preferable and most convenient. When meals are well served, the food is brought to the table in an attractive form with as little fuss and commotion as possible. If your mother is responsible for planning and preparing the meals, you might be of assistance in setting the table and helping with the serving. To be able to do this, you will need to know some rules for serving.

Rules for serving. When you serve a meal, the eating surfaces of dishes should not be handled. Touch the silver only by the handles, plates by the rims, glasses by the bases, and cups by the handles.

Place all dishes at the left of the person being served, except beverages, which are placed at the right. When placing dishes at the left, place them with the left hand. When placing beverages, use the right hand. When offering food to which a person is to help himself, offer it at his left. In this way the person's right hand is free to serve himself. Use the left hand in offering the dish. In carrying hot



Food is usually served from the left

dishes of food use a folded napkin to protect your hand from the heat of the dish.

Cream and sugar may be passed on a small tray. Do not pick up the water glasses to fill them. If necessary slide the glass to the edge of the table to fill it, but do not remove it from the table.

At the end of a course, remove all the dishes which belong to that course. First take away the serving dishes and the silver used in serving; then clear the dishes belonging to each cover. Remove the dishes from the left side with the left hand, except those dishes which are at the right of the cover, such as cups and saucers.

Do not stack the dishes in front of the person whose place is being cleared. Remove the plate with the left hand and transfer it to the right hand. Then remove the bread-and-butter plate with the left hand.

Serving a family breakfast. Let us take a typical menu to see how it should be served to a family of four.

Half Grapefruit
Scrambled Eggs with Bacon
Buttered Toast Jelly
Cocoa

When serving a breakfast such as the menu given here, proceed as follows: Before the family sits down at the table, the grapefruit should be put at each person's place and the water glasses should be filled. When everyone has finished with his grapefruit, go to your mother's left. You will pick up her grapefruit plate with your left hand and transfer it to your right hand. Now you will step around the table to the right and go to the left of the next person, and pick up his fruit plate. Take these two to the kitchen.

Since you do not wish to make unnecessary trips back and forth, you will bring from the kitchen the platter of scrambled eggs and bacon, which you will place in front of your father. Then you will remove the two remaining fruit plates. On your next trip back from the kitchen bring four warm plates which you will place in front of your father.

Your father now proceeds to serve each plate with some eggs and bacon, passing it to the person next to him. You will now have to bring in the plate of buttered toast. You may hand this to your mother, who serves herself and passes it on to the next person.

The pot of cocoa is next brought in. Your mother will pour the cocoa and pass the filled cups to each person. Or perhaps you have filled the cups with cocoa in the kitchen and brought them in, placing them at each person's right. Either procedure is correct. Before you sit down, see if the water glasses need refilling and, if they do, fill them.

To have one person responsible for the serving lends comfort, order, and poise to the entire meal. It should bring you satisfaction if you are able to do it easily and well. The younger members of many families, boys and girls alike, should take turns assuming these duties in their homes.

Serving an informal dinner. A dinner usually consists of two, three, or four courses. Soup, vegetable juice, fresh fruit, or a cocktail

of fruit or fish is served first. The meat, potatoes, and vegetables, with or without the salad, comprise the second course. If the salad is not served with the meat, it is served for the third course, and the dessert and coffee are served last; otherwise the dessert and beverage comprise the third course.

When a member of the family does the serving, or if only one maid is employed in the home, the service is informal rather than formal. We shall assume that you are serving a dinner to six people in your home. The menu follows:

Tomato Juice
Crackers
Roast Chicken with Gravy
Mashed Potatoes Buttered Peas
Tossed Green Salad Rolls
Ice Cream Coffee

When the meal is announced, the tomato juice, salads, and bread-and-butter plates with a pat of butter on each should be in place. The water glasses should be filled and a plate of crackers placed near the guest of honor. The woman guest of honor should be seated at the right of the host, and the man guest of honor at the right of the hostess.

After the diners are seated, the member of the family at the right of the woman guest of honor offers the crackers to her, helps himself, and passes them to his right. After everyone has finished the first course, leave your place at the table and remove the used china and cocktail glasses. Begin with the woman guest of honor, and work to the right around the table, coming to your father last. Remove the dishes from the left with your left hand. Carry two sets at a time to the kitchen.

The second course will be served English style. Bring in the warm dinner plates, and place them in front of your father. Place the platter with the chicken on it in front of your father, with the legs to his right, and the bowls of potatoes, gravy, and peas near the member of the family who will assist in the serving.

While your father and his assistant are serving the plates, which

will be passed from one person to another, refill the water glasses, and pass the rolls (left hand, left side).

When the last person has finished eating, clear the table for the dessert. First remove the food. Then remove the soiled dishes at each cover, beginning with the woman guest of honor, and continuing to the right around the table. Pick up the dinner plate with the left hand from the left side of the diner; transfer it to your right hand; then pick up the bread-and-butter plate. Carry these dishes to the kitchen. Remove the salad plates in the same way.

After you have cleared the table of the food, soiled dishes, and unused silver, remove the crumbs, using a plate and a clean napkin. Refill the water glasses. Remember to leave the water glasses in place and fill them just three-fourths full. When you are pouring the water, carry a folded napkin in your left hand and wipe the edge of the pitcher to keep the water from dripping on the diners.

If coffee is to be served at the table, this is the time to place a tray with the cups and saucers, sugar, and cream on it before your mother. Then bring in the pot of coffee and place it at your mother's right. Your mother will pour the coffee, consulting each guest as to his preferences for sugar and cream. The cups are passed by the diners.

Serve the ice cream in the kitchen. Carry two dishes at a time to the dining room. Place the one in the left hand from the left in front of the woman guest of honor; then, transfer the one from the right hand to the left hand and place it in front of the person to the right of the guest of honor. Continue around the table to the right.

To show that you understand

- 1 What advantage is there in using runners and doilies rather than large tablecloths for family meals?
- 2 What are the characteristics of good table decoration?
- 3 Define the term "cover."
- 4 How much silver should be placed at each cover?
- 5 In relation to the plate, where are the knives, forks, and spoons placed for an individual cover?
- 6 In what order is the silver at an individual cover laid on the table?

- 7 Where are the following items put at an individual cover at the table: salad plate, bread-and-butter plate, cup and saucer, water glass, glass for milk?
- 8 Where is the napkin placed?
- 9 How are serving dishes and serving silver arranged on the table?
- 10 State four rules for serving that every waitress should know.
- 11 Describe how to refill water glasses at the table.
- 12 In clearing the table after the main course, what should you remove first?
- 13 From which side of the guest do you remove soiled dishes? Which hand is used to remove the dishes from the table?

To show that you can use what you have learned

- 1 Plan a centerpiece for the dining table that could be inexpensively made at home for each of the following occasions:
 - a Halloween party
 - b Thanksgiving
 - c Christmas
 - d Valentine's Day party
 - e Easter
 - f Birthday dinner
- 2 Draw a diagram showing a table set for four people to be served the following breakfast:

<i>Sliced Oranges</i>	
<i>Cream of Wheat</i>	<i>Top Milk</i>
<i>Buttered Toast</i>	<i>Jelly</i>
<i>Cocoa</i>	

Putting what you have learned into practice

- 1 Make a collection of pictures which show various types of table decoration. Put these on the bulletin board so that they may be studied by the entire class. Discuss them from the standpoint of attractiveness, suitability, originality, and cost of making.
- 2 Serve Sunday dinner at home, following the directions given above. Make a report to the class of your experience. What points were difficult for you to carry out correctly? Make suggestions for improving your technique of serving.

WHAT TABLE MANNERS ARE CORRECT?

Importance of good manners. When we stop to think that strangers judge us by the way we look and act, we realize that good manners are important. When we meet people for the first time, we do not pour out our innermost thoughts. Therefore they must judge our actions as an indication of our thoughts.

Good manners are based on consideration of others. If you practice good manners day after day, you will feel at ease in company. However, you cannot disregard the rules daily and then assume good manners when you want to make a good impression on someone. In this case you will be awkward, ill at ease, and unsure of yourself. Good manners become natural and easy only through daily practice.

Being prompt at meals is one way of being thoughtful. When you know that it is nearly mealtime, you should wash your hands and see that your face is clean and your hair in order. People who are disheveled and dirty make a meal seem unappetizing. If you are considerate of the other members of your family, you will make yourself clean and trim before mealtime and you will not keep them waiting for you.

Sitting at the table. On coming to the table, first find your place. At home you usually have a regular place. When there are guests, the hostess indicates just where they are to sit. When there are many guests, as at a party, place cards often indicate each person's place. These are usually placed above the plate.

After you have found your place, it is customary to stand behind your chair until your hostess is seated. At home your mother is your hostess. When the hostess sits down, this is a signal for the rest of the people at the table to be seated. At the close of the meal she also gives the signal for leaving the table. If you want to leave the table before this time, you should ask your hostess to excuse you. It is considered correct to sit and rise from the left of your chair. If everyone at the table follows this procedure, it saves confusion and awkwardness.

Good posture should be observed. Sit well back in the chair, face

the table, and place both feet on the floor. When you are not eating, your hands should be in your lap. It is considered bad form to play with the silver at the table or to seem otherwise nervous, uncomfortable, or in a hurry.

Using the napkin. The napkin should be placed across the lap. Small napkins should be entirely unfolded, but it is unnecessary to unfold the large dinner napkins entirely. These are usually left folded once and placed on the lap. At home it is customary to fold your napkin at the end of the meal into its original folds. If you are a guest in someone's home, you do whatever the hostess does. If you are eating in a tea-room or are a guest in a home for only one meal, it is customary to lay your napkin on the table at the close of the meal without refolding it.

Using the silver. The knife is used for cutting food and also for spreading butter when an individual bread-and-butter knife is not provided. To spread butter on bread, break off a small piece of bread and butter it with your knife; do not butter the whole slice of bread. When using the knife for cutting, hold it in your right hand near the end of the handle.

Do you ever make any of these errors in good table manners?



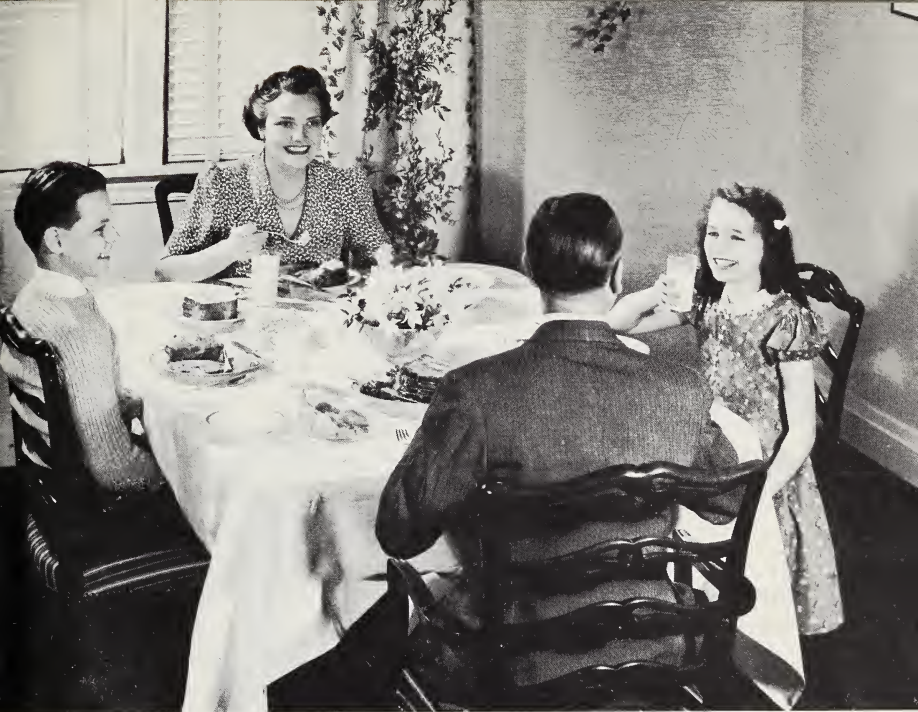
Point your index finger down the dull edge of the blade. Cut off just one small portion of food at a time. Do not cut up everything on your plate and then begin to eat. When the knife is not in use, it should be placed across the edge of the plate toward the back with the sharp edge toward the inside of the plate.

The fork is used to hold food for cutting and to carry food to the mouth. For cutting, it is held in the left hand with the tines down. The hand should be placed near the top of the handle with the index finger on the shank toward the tines. For carrying food to the mouth, the fork is held in the right hand somewhat like a pencil. Place the first two fingers around the handle about two thirds of the way up, with the prongs turned up, and use the fork shovel fashion.

The fork may also be held in the left hand for carrying food to the mouth. This is the English or Continental way of eating; the fork is held with the tines down in the same position as in holding food for cutting. This method makes it unnecessary to transfer the fork from the left to the right hand after cutting each portion of food.

At the close of the meal, the knife and fork should be laid across the center of the plate with the handles toward you and slightly toward the right. The entire length of the knife and fork should rest on the plate, and the tines of the fork should be turned up, the sharp edge of the knife turned toward you.

A spoon is used for eating foods that are too soft to eat with a fork and to stir and test the temperature of beverages. The spoon is held in the right hand as you would hold a pencil. In eating soups, the bowl of the spoon is dipped away from you and the soup is eaten from the side of the spoon. In eating cereals and soft desserts, it is correct to dip the spoon toward you and eat from the end of the spoon. It is bad form to take a quantity of food on a fork or spoon and bite at it a little at a time in the manner that children sometimes eat ice cream. It is correct to take on the spoon only one bite of food at a time. When you have finished eating, the spoon is put on the saucer or plate. It is never left in the cup, bowl, or sherbet glass. Spoons are used to stir beverages gently. Vigorous stirring is dangerous as well as bad form. The spoon may be used to taste the beverage, to see whether it is sweet enough and cool enough to drink



National Dairy Council

Mealtime should be pleasant and relaxing for all the family

from the cup. If it is too hot, wait a short time and taste it again. Never drink it entirely from a teaspoon.

Table courtesies. The thoughtful person tries to anticipate people's needs and to pass foods without being asked to do so. It is of course always necessary to pass foods to others at the table before serving oneself.

Good manners demand that we chew quietly with our lips closed and that we refrain from laughing or talking when we have food in our mouths. Do not fill your mouth so full that you cannot answer if you are spoken to. Take mouthfuls that can be managed easily. Eat slowly, quietly, gracefully.

In general, use a fork or spoon to eat juicy fruits, cakes, or other "finger foods" that are sticky. Eat only those foods that are dry with the fingers.

Do your part in maintaining a happy atmosphere and pleasant conversation at the table. Plan to bring to the meal some interesting incident or news item that you have learned about that day.

Helping your mother serve. It can be just as much fun to help other members of your family entertain at mealtime as it is for you to have guests of your own. Jane's mother says she loves to have her friends in for dinner, but Ruth's mother says she never has a good time because there is always so much to do to get ready and so much "getting up and down" while eating and such a lot of dishwashing afterwards that she never has a minute to visit. What could Ruth do to see that her mother has a good time when guests are invited to a meal? Ruth certainly can set the table; all she needs to know is the kind of dinner and food to be served; and it really is fun to get out the fine linen, polish the silver if needed, and set everything at the table in an attractive, orderly way. The centerpiece can add much to the attractiveness of the table; perhaps she could plan to use a few green leaves or some fruit arranged artistically. Then when it is nearly time for the meal to be served she could pour the water and put on the butter.

At serving time if Ruth could sit near her mother and watch closely to see what errands should be made to the kitchen and do them even before her mother mentioned them, her mother could enjoy the conversation at the table. When Ruth leaves the table, she will first be sure that all her silver is so placed that it will not look awkward or fall to the floor. She will lay her napkin at the left of her plate and go quietly to the kitchen, return to her place, and continue with the meal. She can clear the table and bring in the dessert. If Ruth and her mother plan together her mother will enjoy their guests.

To show that you understand

- 1 Why are good manners important?
- 2 What is the basis of good manners?
- 3 What are some ways in which consideration of others can be shown at the table?
- 4 When are place cards used?

- 5 How do you know when to sit down at the table?
- 6 When you are not eating, what should you do with your hands?
- 7 What is done with the napkin at the beginning and end of a meal?
- 8 For what is a knife used?
- 9 How is the knife held?
- 10 For what is the fork used?
- 11 How is the fork held?
- 12 What should be done with your knife and fork at the end of a meal?
- 13 For what is a spoon used?
- 14 What can you do to help when your mother entertains at dinner?

To show that you can use what you have learned

- 1 Study as many different kinds and sizes of napkins as are available. Decide for what purpose each should be used. Which would you entirely unfold in using?
- 2 How should the napkins be folded and where should they be placed on the table?
- 3 If possible, observe the students in your school cafeteria or people in any public eating place. What kind of table manners has the person who seems at ease? What are the common errors that you observe?
- 4 What interesting contributions do you make or might you make to the conversation at your dinner table?
- 5 Have you had a dinner guest in your home that you particularly enjoyed? Tell why you enjoyed this guest so much.

Putting what you have learned into practice

- 1 Practice handling the knife correctly, cutting meat and other foods on the plate.
- 2 Practice using the fork in the right hand and in the left hand. Which method seems best for you?
- 3 Practice using a spoon for soup and for cereal.
- 4 Write and perform a short play which will illustrate the value of good manners over bad manners.



The Du Pont Company

CHAPTER TWELVE

Buying fabrics

UNIT I

WHY IS A KNOWLEDGE OF TEXTILES VALUABLE?

Our mothers learned to judge the quality and use of materials by shopping with their mothers and grandmothers and by helping with the dressmaking and sewing at home. Many of their elders had seen made and even helped to make the cloth used for their dresses and household linens. Today our materials are made in factories and we do not have an opportunity to become acquainted with them until they are in the stores and often have already been made into our dresses and other garments or household articles.

Much of the satisfaction we get from a fabric is in the kind of service it gives and how much we have enjoyed using it for a particular

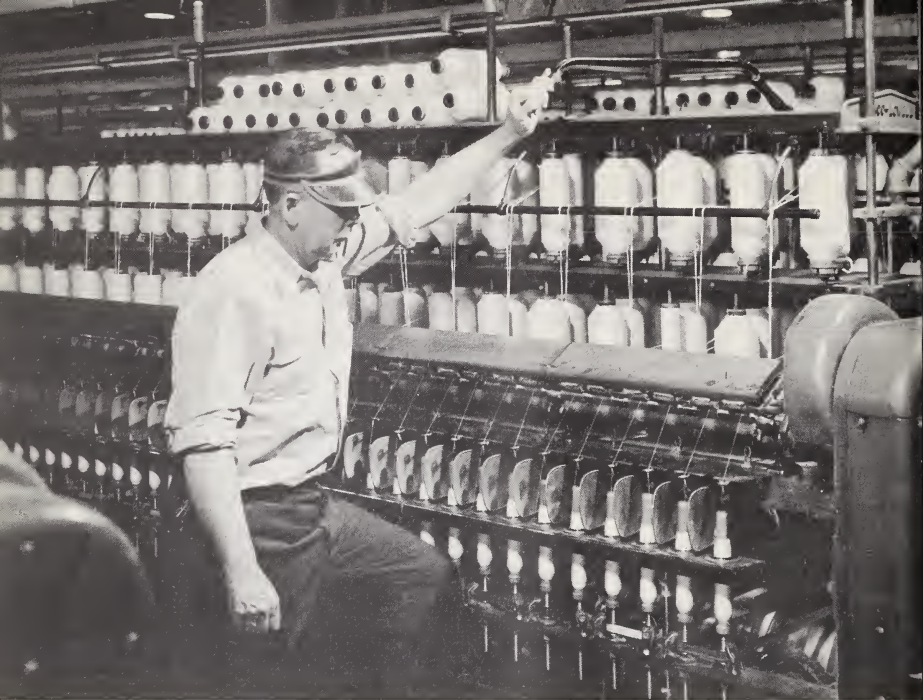
purpose. When you buy clothing already made it is more difficult to judge the quality of the cloth than when it is purchased in the piece. If you examine a small piece of cloth, you notice that tiny threads are crossed over one another so that they hold together; this is done by weaving, knitting, crocheting, or by various other ways of knotting. If you examine these threads, pull them apart, and untwist them, you will see that they appear to be made up of tiny filaments. These filaments are called fibers.

Each of the fibers used for cloth possesses distinct characteristics. Different fibers require different care. These varying characteristics make the fibers suited to different purposes. Some fibers feel harsh and irritating when worn next to the skin; others are soft and pleasant. Some fibers can be washed and boiled without injury; others can be washed but not boiled; and still others must be washed very carefully or dry cleaned. "An ideal fiber for use in the construction of clothing would have perfect elasticity, never wear out, be plastic enough to be molded into any shape, afford protection from heat and cold alike, and be easily cleaned."¹

Since of course no one fiber possesses all these qualities, you must analyze your needs. Being able to judge of the quality of fabrics will help you to get full value for the dollars you spend. For instance, if you are shopping for a school dress that will be given hard wear over a considerable period of time, you must be alert not only for the fiber but also for a type of material that is made to stand the use you intend to give it.

Of course all this knowledge may be gained from experience, but the trial-and-error method is a costly one. In this machine age manufacturers are able to make a wide variety of materials, to make materials of different fibers resemble each other closely, and to finish materials so that their fiber and quality are almost indistinguishable. Then, too, price is often based on the fact that a fabric is fashionable rather than on the fact that it wears well. So price is not always a safe guide. You cannot depend on the knowledge of saleswomen, for they are not always so well informed as they should be. In addition, labels

¹Katharine P. Hess, *Textile Fibers and Their Use*. J. B. Lippincott Company.



Cotton spinning

Textile World

are not always present, and when they are they seldom furnish adequate information. We know that the appearance and feel of the fabric are not a safe guide in buying. Under these conditions even people with training and experience become confused and bewildered in making choices of fabrics.

If certain fundamental knowledge can aid you in selecting your clothes and save you from errors, it should be well worth your time to acquire this knowledge.

To show that you understand

- 1 Why do we need to know something about materials before we can select our clothing intelligently?
- 2 How does the way in which you intend to use the garment influence the kind of fabric you will select for it?

FIBERS USED IN CLOTHING

Learning to know fibers. Look around your class and you will probably notice materials made of cotton, linen, silk, wool, and also of synthetic fibers. Cotton and linen are vegetable fibers—that is, they come from plants; silk and wool come from the animal world; and synthetic fibers are man-made fibers and come from various sources.

Cotton. Cotton comes from a plant that grows about four feet high. The flower of this plant looks somewhat like a hollyhock and lasts just one day. In its place develops the cotton boll, the pod which contains the cotton fiber and the seeds of the plant. When it is ripe, this pod bursts open, and the cotton is ready to be picked. If it is possible, examine a cotton boll. The color may vary from white to light tan depending on the kind of cotton. Take out a few of these fibers. How long are they? Cotton fibers vary in length from $\frac{1}{2}$ inch to 3 inches. The short fibers are the least desirable, because it is difficult to twist them together into a yarn which is not fuzzy. The long fibers, when tightly twisted, produce a smoother yarn.

If you examine a cotton fiber under the microscope, you see that the fiber looks like narrow twisted ribbon. This twist makes it easier to spin short fibers into a long continuous yarn.

Cotton, although the most elastic of the vegetable fibers, is not so elastic as the animal fibers. Cotton garments become crushed more easily than those made of

Cotton fiber shown under a microscope. Notice the natural twist in the fiber. Why does this quality help to make cotton easy to spin?

Textile Division,
Massachusetts Institute of Technology





Massachusetts Institute of Technology
Textile Division.

*Flax fibers as they appear
under the microscope*

wool or silk. Because of the fuzziness of the yarns, cotton soils more easily than a smooth material. However, cotton fabrics can be washed easily and even boiled without injury to the fabric.

A cotton dress is cooler than a wool or silk one because cotton carries heat away from the body while wool and silk tend to hold the heat of the body.

Linen. Linen comes from the stem of the flax, a plant which grows to a height of from three to five feet. The fibers lie under the outside bark, or woody layer, of the stem. If the flax is produced primarily for seeds, the plants are harvested by cutting them. This leaves a blunt end on the fiber which will be inferior and must be used in lower grades of linen. If flax is produced for fibers, the plants are pulled up just before the seeds are ripe, put into small bundles, and dried. Then the leaves and seed pods are removed. Next the plants are put through a process called retting. This consists of softening and rotting the outer bark by soaking the bundles of plants in water until the woody

portion can be removed easily.

If possible, examine some dried flax. Compare the fibers with the outer bark as to texture. Note that the color may vary from creamy white to gray. How long is your flax? If you examine the fiber under a microscope, you see that it is cylindrical in shape and jointed like bamboo. The ends of the fiber are stiff and pointed.

Linen crushes easily and so is not always satisfactory for dresses. There are noncrushable linens which have been chemically treated to increase the elasticity of the fiber. Linen does not take or hold dye well, but if the dyeing process has been properly done, colored linens

can be produced that are fast to sun and washing. Linen is cooler than cotton because the fiber, being a good conductor of heat, carries the heat away from the body. Dirt is easily removed from linen by washing. Because linen has a natural luster, wears well, and lies smoothly on the table, it is widely used for tablecloths. Since it absorbs and gives up moisture quickly, and does not shed lint, it is desirable for towels and handkerchiefs.

Silk. The silkworm manufactures the silk fiber. When the worm has fed on mulberry leaves until fully developed, it wraps itself in a cocoon of silk fiber, made from a fluid which it emits from two of its body glands. If the cocoon is undisturbed for about two weeks, the moth emerges from one end, breaking the silk fiber into many short pieces. To produce the better grades of silk, the cocoon is steamed soon after it has been formed to destroy the moth and insure an unbroken cocoon. Then the cocoons are soaked to soften them and the silk fiber is wound off the cocoon in one continuous thread.

If possible, examine a cocoon and some silk fibers. The cocoon is harsh and stiff; the silk soft and lustrous. The cocoon contains a gum which holds it in shape, and gives it a harsh feel and a dull look. The gum has been removed from the silk fibers.

The color of the cocoons varies from cream to bright yellow. The fibers that are unwound may vary in length from 300 to 1200 yards. If you look at a silk fiber under a microscope, you will discover that its clearness and smooth rodlike structure make it hard to see.

Silk is a very fine but a very strong fiber. It is light in weight. This quality may deceive you into thinking that silk is cool, but actually silk is a poor conductor of heat, tending to hold the heat of the body and therefore to keep you warm. The smooth surface of silk makes it shed dust and give up dirt readily; hence it is easily kept clean. Because silk is very elastic, silk garments hold their shape and do not wrinkle badly. Remember that sunlight, intense heat, and perspiration tend to weaken the fiber. Because silk is slightly weaker when wet, most washing directions recommend squeezing the fabric gently in warm soapy water rather than rubbing it in the hands or against a board. Heat tends to turn white silk yellow; therefore silk garments that are white should be pressed with a warm iron.



Textile Division, Massachusetts Institute of Technology

High, medium, and low twist yarns

Wool. Wool comes from sheep, and the quality of wool fiber is determined by the breed of the animal, its health and food, the climate and pasture in which it lives, and the part of the animal from which the wool comes. Sheep are usually sheared once a year either by hand or by machine. The wool is then sent to the factory, where it is sorted for quality and scoured and cleansed before it can be made into yarn. As you look at a wool fiber through the microscope, you will see that the surface is covered with tiny scales, like fish scales. These help to hold the fibers together for spinning.

The label "Wool" means that new or virgin wool has been used in the garment, but it does not tell us anything about the quality of

the wool. Good quality wool is fine, soft, and elastic.

Reprocessed wool consists of the waste and by-products not used in manufacturing a product. These fibers are worked over and then manufactured into cloth.

Re-used wool is made by reducing old, worn materials to fiber and then making the fiber into cloth. If the woolen fibers of the original material were of good quality, then materials of reworked wool may be better than those made of a poor quality of new wool.

Woolen fabrics are light in weight, but they are warm because they do not permit heat to pass through them readily. Woolen yarn contains many air spaces. Since these still-air spaces are nonconductors of heat, wool is very desirable for winter clothing.

Wool tends to absorb and hold odors and is not easily cleaned. Unless laundered very carefully, it shrinks and becomes hard because



Textile Division, Massachusetts Institute of Technology

Wool fibers under the microscope

the combination of heat, moisture, and pressure causes the scales on the woolen fibers to interlock.

Wool is elastic; so garments made of this fiber do not become wrinkled easily nor stretch much. You can sit on the beach in a wet bathing suit of wool without feeling cold and clammy because wool is able to absorb a great deal of moisture and give it up very slowly.

Man-made Fibers. Besides the natural fibers, there are man-made or synthetic fibers. There are some twenty fibers (natural and man-made) available today. Not all are used in wearing apparel. Some are used in industry for tires for automobiles, and some are used in household goods, as blankets, draperies, and the like.

The fibers are made up in the pure state and in combinations, called blends. It has been said that there are over a million possible blends available today. If a shopper is armed with information concerning the characteristics of the different fibers, she will be better able to make a wise choice. However, she cannot tell the fiber content of a material by looking at it, or by handling it. Through manufacturing processes one fiber may be given the properties of another. You no doubt know that cotton may be made to look and react as wool, silk, or linen. In like manner, fabrics made from synthetic fibers may resemble wool, silk, or linen. Materials should be labeled as to their fiber content, and shoppers should read the labels. The labels should also inform the shopper about the wearing qualities of the product and how to care for it.

From a study of the table on pages 370-372, you will be able to shop more intelligently for the products made from fibers.

(Synthetic, or man-made, fibers

FIBER	CHARACTERISTICS	CARE	USES
Rayon (regenerated cellulose)	Fairly strong Made in wide variety of fabrics Very absorbent Dyes well Resists moths Retains whiteness Can be solution-dyed Weaker when wet Dries slowly	Wash or dry clean as instructed on label Iron at rayon setting	Wearing apparel Table linens, draperies, curtains, upholstery, blankets
Acetate (acetate-cellulosic)	Resilient Resists shrinking, stretching, moths, mildew Retains creases Dyes well but fades in presence of some gases Melts at low temperature Can be solution-dyed Dries quickly	Wash or dry clean as instructed on label If washed, use warm water Avoid permanent creases by not wringing Press damp with warm iron	Wearing apparel, uniforms Umbrellas, draperies, curtains, blankets, upholstery, lamp shades
Fortisan (regenerated cellulose)	Very strong Fairly absorbent Resists shrinkage, stretching, and sunlight Attacked by mildew Usually blended with other fibers	Wash and iron at temperatures suitable for the fiber with which fortisan is blended Dry clean 100% fortisan	Home furnishings Industrial uses

<p>Orlon (tri-acetate fiber)</p>	<p>Fairly strong Retains size, shape, permanent pleats Little resistance to abrasion Not very absorbent Dries quickly</p>	<p>If 100% orlon, wash and iron as cottons Little pressing required</p>	<p>Wearing apparel Curtains, draperies, bedspreads Industrial uses</p>
<p>Nylon (polyamide fiber)</p>	<p>Very strong Resists abrasion, mildew, moths, stains, flame Retains shape and size Elastic, resilient Not absorbent Dries quickly</p>	<p>To retain whiteness, wash and rinse thoroughly in warm water Wash white nylon and colored nylon separately Drip dry Iron at low setting</p>	<p>Wearing apparel Ribbon, lace, sewing thread, umbrellas, curtains, carpets, blankets, sheets, upholstery Industrial uses</p>
<p>Orlon (acrylic fiber)</p>	<p>Strong Resists sunlight, weather, chemicals, moths, mildew, perspiration Resilient Retains size and shape Dries quickly</p>	<p>Follow instructions on label as to washability If washed, use warm water Wash white orlon and colored orlon separately Drip dry Iron at warm setting</p>	<p>Wearing apparel, uniforms Blankets, curtains, draperies Industrial uses</p>
<p>Acrlan (acrylic fiber)</p>	<p>Very strong Resilient Retains size, shape, and press Resists moths, mildew, sunlight, chemicals, abrasion, perspiration Dries quickly</p>	<p>Follow instructions on label as to washability Wash in warm water Drip dry Iron at low setting</p>	<p>Wearing apparel Awnings, blankets, draperies, upholstery Industrial uses</p>

FIBER	CHARACTERISTICS	CARE	USES
Dyrel (acrylic fiber)	Strong Resilient Resists moths, mildew, flame, acids, sunlight, crushing, wrinkling Melts at high temperature Retains shape, creases, pleats Dries quickly	Wash or dry clean as instructed on label Drip dry Iron at low setting	Wearing apparel Blankets, draperies, rugs, bedspreads Industrial uses
Dacron (polyester fiber)	Very strong Retains size and shape Resists stretching, wrinkles, moths, mildew, sunlight, abrasion Resilient	Follow instruction on label Generally washable in warm water Wash white dacron and colored dacron separately Drip dry Press at low setting	Wearing apparel Sewing thread, curtains, draperies, towels, pillows, comforters Industrial uses
Vicara (corn-protein fiber)	Resilient Absorbent Elastic Resists moths, mildew Dries quickly	Dry clean or wash as instructed on label Iron at lowest setting	Blends for wearing apparel
Dartan	Fairly strong Very soft Resists moths, mildew, wrinkles, sunlight Retains size, shape, and creases Resilient	100% dartan is washable in hot water Iron at low setting	Wearing apparel

To show that you understand

- 1 What are the three general classifications of fibers used in clothing?
- 2 Describe the cotton plant, telling what part furnishes fiber.
- 3 Give the characteristics of cotton fiber.
- 4 Describe the flax plant, telling what part furnishes fiber.
- 5 Give the characteristics of linen fiber.
- 6 Tell how silk fiber is produced.
- 7 What are the characteristics of silk fiber?
- 8 What influences determine the quality of wool fiber?
- 9 Explain the meaning of the labels: wool, reprocessed wool, re-used wool.
- 10 Name the characteristics of wool fiber.
- 11 What are the characteristics of rayon fiber?
- 12 Give the general characteristics of the following man-made fibers: nylon, acrilan, dacron, and orlon.

Putting what you have learned into practice

To become familiar with characteristics of the various fibers, examine samples of cotton, linen, silk, wool, nylon, dacron, and rayon fabrics; consult your text and record your observations.

- 1 Examine each of the samples. Note whether the material is dull or shiny. Note also whether the surface is smooth or fuzzy.
- 2 Feel each piece of material. Is it soft or harsh, smooth or rough?
- 3 Crush each sample in your hand. Compare the various pieces as to the kind of wrinkles. Compare as to elasticity.
- 4 Consult your text and record the length of the fibers.
- 5 If possible, look at each fiber under a microscope. Describe the appearance of each and make a sketch showing its shape.
- 6 Place a drop of ink or water on the fabric. Note the manner in which it is absorbed. Note the rate at which it dries. Describe how the edge of the stain looks.

HOW IS CLOTH MADE?

From the fibers you have just been studying to the finished materials of the clothes you are wearing, there are many processes, the principal ones being spinning, weaving, and finishing. These processes are all done in factories, but the methods used today are in principle similar to those used by your ancestors on the spinning wheel and the hand loom. If there is a factory near your school, perhaps you could visit it.

Spinning. Before the natural fibers can be made into yarn or thread, they must be cleaned and straightened. The processes used in cleaning vary with the kind of fiber and its condition. Wool, before it is cleaned, contains dirt, sand, and burrs, as well as the grease and the sweat of the animal. Silk contains the gum which was mixed with it to make the cocoon a firm, safe sleeping place for the silkworm. Cotton contains seeds, leaves, stems, and sand. Linen has bits of bark and stem mixed with the fiber.

After cleaning, all the fibers must be straightened. This process is called carding. If a fine grade of yarn is desired, the fibers are combed to remove the shorter fibers.

Now the fibers are ready for spinning. Spinning consists of combining several fibers by drawing them out to make them fine and then twisting several of them together to make them strong. The finished product, which is called yarn, is usually wound on a kind of spool called a bobbin.

In spinning, the amount of twist given the yarn determines to some extent the smoothness and strength of the fabric. Short fibers, such as cotton, must be firmly twisted if the yarn is to be strong. Loosely twisted yarns have a soft, fluffy surface and are likely to catch and to break easily. Since more fibers are required to make a hard, twisted yarn, manufacturers are often tempted to save material by making a loosely twisted yarn. Sometimes loosely twisted yarns are purposely used at the sacrifice of durability to obtain certain effects in the finished fabrics.

Weaving. The fibers used and the way in which the yarn is made are not the only factors that make differences in the finished material. The way in which the cloth is woven and the finishes used will also affect the appearance and texture of the material.

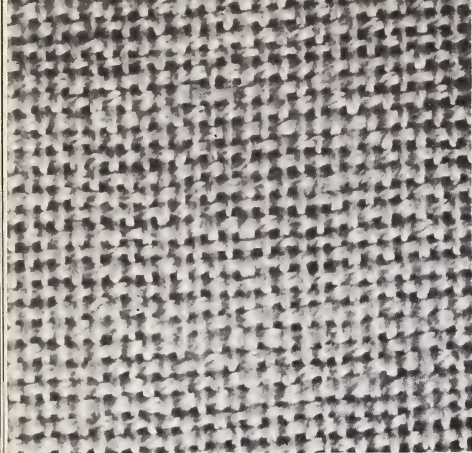
In the weaving process, the lengthwise yarns are called warp. These yarns are generally stronger than the crosswise or filling yarns. Since the warp yarns are threaded into the loom and run the full length of the material, they receive strain and wear even while the material is being woven. The lengthwise and filling yarns of a fabric should not differ greatly in size and strength if the fabric is to wear well. Where the filling thread comes to the edge of the material, goes over the last warp thread, and returns to the other side, a selvage, or self-edge, is formed.

The firmness of the weave is designated by the count of the cloth, that is, the number of warp and filling yarns in one square inch of the fabric. If the count is 80 square, for example, the material has 80 warp and 80 filling yarns to the square inch. If the count is 80×72 , the material has 80 warp and 72 filling yarns to the square inch.

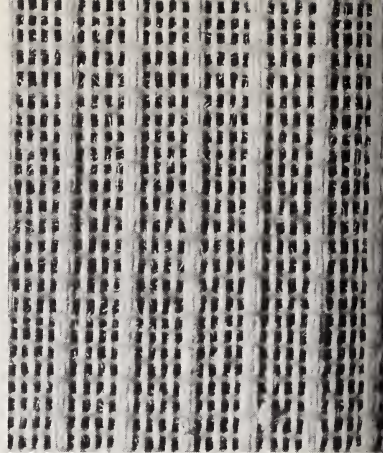
In materials that have a high count, the yarns are smaller and closer together than in materials with a low count. Materials with a high count are said to be firmly woven and will wear better than those with a low count, because the yarns do not slip out of place so readily. The number of warp and the number of filling yarns should not be very different in any material that is to have hard wear.

Plain weave. When you were in kindergarten, you probably made mats by interlacing two sets of colored paper; you wove under and over every other strip of paper with strips of another colored paper. This is called a plain weave. Such materials as gingham, muslin, percale, and countless others are made in this same way. When you darn a hole in your stocking, you fill in a new piece of material, using the plain weave. The plain weave is the simplest to do, and if it is firmly woven of good yarns it makes a strong material that will hold its shape and wear well.

Variations in the plain weave. The plain weave may be varied in a number of ways to make interesting and attractive fabrics. Two well-known variations of the plain weave are the rib and the basket weave.



Plain weave



Rib weave

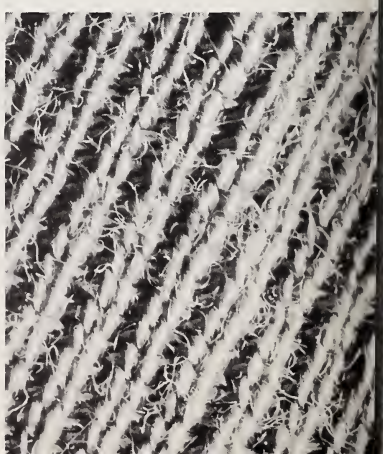
The rib weave is made by using several yarns as one at intervals in the warp or filling. In the figure above, showing this weave, you can see that in each group of 9 warp threads the fourth, fifth, and sixth are treated as a single thread. This gives a corded effect in the material.

The basket weave is made by using two or more yarns as one in both the filling and the warp threads of the material. This gives an interesting effect, but it makes a loose weave that tends to lose its shape and will not stand strain well. Monk's cloth is a type of basket weave. If, however, the yarns are fine and are closely woven, the basket weave tends to be firmer.

Twill weave. The twill weave forms a diagonal line on the surface of the material; sometimes this line is called the twill. A simple

Basket weave

Twill weave





Satin weave



Jacquard weave

twill weave is made by passing the filling thread over the first warp thread and under three warp threads, over one warp thread, under three warp threads, and so on across the material. The next line of filling threads passes under the first and over the second warp threads, under three warp threads, over one, under three, and so on across. As you can see, the filling thread passes over one warp thread in advance of where it passed over in the previous row. As this is continued, a diagonal line is formed through the cloth. If the filling is passed over more than one warp thread and under more than three warp threads, the twill is more pronounced.

Satin weave. The satin weave is responsible for the smooth, shiny surface of satin. This weave is made by passing the filling yarn under several warp yarns and then over one warp and continuing across the material at regular intervals. You can see that in this weave the warp yarn lies along the surface of the material in long, loose threads which are held down occasionally where a filling yarn passes over them. When the filling passes over several warp yarns and under one, the resulting weave is called the sateen weave. Smooth yarns that are only lightly twisted are used. These loosely twisted yarns and the long, loose threads on the surface of the fabric give the sheen to satin. This weave will not stand hard wear. The long, loose threads are likely to snag and pull when they come in contact with any rough objects.

Figured weave. When the design, or pattern, is woven into the materials by the use of two or more weaves, a special loom attachment is used; this attachment is called a Jacquard, and often the weave is called a Jacquard weave, honoring the Frenchman who invented the attachment. Have you ever noticed the elaborate pattern of a damask tablecloth? Even though the same kind of thread is used and the same color, the leaves and flowers, or stripes and dots, or whatever forms the design, seem to stand out. If you will examine it closely, you will find that the plain weave with either the twill or satin weave, or perhaps both, have been used to create the design.

Double-woven cloth. Double-woven cloth, as the name would indicate, is made of two fabrics. Each of these fabrics has been woven with its own warp and filling threads simultaneously on the same loom. The two fabrics are brought together as one piece of cloth by the interlocking of occasional warp and filling threads, thus fastening them securely as one piece of material. This type of material is usually rather bulky but very warm. Some of its uses are for heavy topcoats, automobile robes, and bed blankets.

Gauze weave. Gauze weave is a modification of the plain weave. In the gauze weave two warp threads are twisted like a figure eight or one warp thread may be held and another twisted around it. The filling thread passes between the twisted warp threads. These warp threads are so intertwisted among themselves that the slipping of threads is prevented when a very open fabric is desired. Sometimes this weave is called the leno weave. The most common gauze weave fabric is marquisette.

Pile weave, the type used in Turkish toweling



Pile weave. The pile weave is made by using a third set of yarns which form loops, or a pile, on the surface. The material which holds this pile is made with a plain or a twill weave. In frieze this extra set of yarns is left as loops; in velvets, the loops are cut to form the nap, or pile, on the surface. The background material must be firm and durable if the pile is to be

held securely in place. In Turkish toweling the loops are formed on both sides of the material and remain uncut.

Knitting. A knitted fabric is made by the interlooping of a single thread. As you recall, weaving is the interlacing of two sets of threads. Knitted fabric is very elastic and is used for stockings, sweaters, mittens, and any other articles of clothing in which great elasticity will add comfort and usefulness. Well-made knitted cloth will not stretch out of shape easily and some will not run when a thread is broken.

Finishes. Materials are given various finishes, to make them more attractive, to give greater variety, and sometimes to deceive the consumer.

Snow-white cotton for pillow slips and sheets is more attractive than the yellowish color of unbleached cotton. Some cotton fabrics are given a silky finish to make them appear more attractive, or a fluffy, soft finish to give the illusion of warmth. These finishes give the materials a wider range of use.

If a fiber can be made into a wide variety of materials, that fiber has a greater number of uses and therefore has greater salability. Cotton, for example, may be purchased in a variety of materials. Through finishes, cotton may be made sheer; in addition, it can be sheer and stiff, as in organdy, or sheer and soft, as in batiste.

Finishes are occasionally used to deceive the consumer. The surface of a material may be finished with a nap to cover defects in the yarns or in the weave. Another example of false finishing is filling in a loosely woven fabric with weighting, or sizing, to make it appear heavier and firmer than it is. A finish may be used on one material to give it the appearance of some other fabric, as when cotton is treated to make it look like silk or wool.

You have learned that materials made from natural fibers range from cream color through gray. All white fabrics must be bleached, and most of the colored fabrics are first bleached and then dyed or printed. True, some unbleached muslin and partially bleached linen is still sold. Formerly bleaching was done by exposing the fabric to sun and dew, but it is now done in this country by the use of chemicals. These chemicals have a tendency to weaken the fabrics, but they do make a fabric more attractive for certain uses.

Dyeing. Color may be added to textiles by the process of dyeing. The method of dyeing and the type of dyestuff used determines how satisfactory the dye will be. Textiles are dyed in the fiber, the yarn, or as material. When the raw fibers are dyed, this is called "raw-stock dyeing." This method gives an even color, which wears well because the dye penetrates each fiber thoroughly, but it is the most expensive method. Yarn dyeing is a quicker process than raw-stock dyeing; it does not give as thorough penetration, but is used extensively. Piece-dyed fabrics are not generally considered as satisfactory as materials dyed in the fiber, but if reliable dyestuffs are used and if the process is correctly carried out, it is satisfactory for many purposes. It is quicker and more economical than the other methods.

Because there is considerable variation in dyestuffs and methods of dyeing, it is well to ask about color-fastness when shopping. Colors should be fast to washing, light, perspiration, dry cleaning, and ironing if the materials are to be subjected to these conditions. You have probably seen advertisements for vat-dyed fabrics, or perhaps you have purchased material that was labeled vat-dyed. The use of vat dyes on

cotton, linen, or rayon practically guarantees that the color is fast to washing.

Printing. If you have ever done any block printing, or if you have ever seen a newspaper printed, you have some idea of another way in which color may be added to cloth. Patterns may be printed on material by passing it under rollers on which the design is engraved. The yard-goods section of any large department store gives evidence of the great variety of designs that may be printed on material.

Printed patterns can easily be distinguished from woven patterns. Plaid gingham is exactly

Printing cotton cloth

Textile World



alike on both sides, and the color follows the weave of the material. In printed fabrics, the pattern is clearer and more distinct on one side than on the other and does not follow the weave of the material.

Napping. Nap may be produced on material by brushing to the surface the fibers from the yarns used in weaving. To do this, the material is passed over a cylinder which is covered with teasels or fine wires. The teasel plant has large, strong burrs and was formerly grown for use in the textile industry.

When the surface has been thoroughly brushed up, the nap is clipped to make it uniform in length. Flannels are napped in this way. In wool broadcloth the nap is all brushed one way and then pressed flat and given a gloss.

The nap on material makes it softer, warmer, and more attractive, but it may also be used to cover up defects in the material.

Calendering. A high-gloss, moiré, or embossed finish may be given to cotton, linen, rayon, or silk materials by passing them under a number of heated rollers. This process is called calendering. If the calender rolls have many lines engraved on them, a design is created giving a watered or moiré effect to the fabric. In some materials that have been calendered, this finish is only temporary, while in others it is permanent. For example, glazed chintz, which is so widely used for draperies and slip covers, may be purchased with a temporary or a permanent glaze. You can see how necessary it is to ask questions about the finish that has been used on the fabric when shopping.

Mercerizing. Mercerizing is a process that gives a permanent luster to cotton material. Washing does not remove this gloss because the fiber has been actually changed in the mercerizing process. In mercerizing, the fabric is usually dipped into a chemical and stretched. This straightens out the twist in the cotton fiber and changes it from a flat fiber to a round one. In addition to making the material more attractive, this process actually makes it stronger and enables it to absorb dye more readily.

Sizing and weighting. Sizing and weighting may be used to make materials appear more closely woven and heavier than they really are. Glue, starch, chalk, clay, and wax are some of the materials used for sizing. If you hold a piece of material to the light, you can see whether

the threads are really woven closely together or whether there are spaces between the threads that have been filled with some kind of sizing to make the material seem firm. Sizing may also be detected by rubbing the fabric between your hands. If a fine dust appears, you will know that the material is heavily sized.

When heavily sized materials are washed, the sizing comes out into the water, the material shrinks, and it appears coarse and loosely woven.

Silk may be weighted to make it appear heavier than it really is. This weighting may be metallic, such as tin or iron salts. Some weighting may be permanent and will remain through dry cleaning and laundering, but large amounts of this weighting tend to weaken the silk yarn and cause the material to be less durable.

Heavily weighted silks do not permit air to circulate through them readily; hence they are not so cool as unweighted silks. Small amounts of weighting, however, are not a disadvantage. Silks containing 10 per cent or less weighting (15 per cent for black) are called "pure-dye silk." This term should not be confused with "pure silk." "Pure silk" means that no other fiber is present; but it does not indicate that the material is not weighted.

Silks and rayons may also be weighted with a soluble material such as sugar. This dissolves when the fabric is either washed or dry cleaned, causing shrinkage and a sleazy appearance.

Functional finishes. In addition to the finishes mentioned above, there are others which give special qualities to materials and thus make them suitable for specific purposes. Some of these processes make fabrics nonshrinkable, crease-resistant, moisture-resistant, mothproof, or flameproof, or give them permanent stiffness. Since such processes may or may not have been applied to a given fabric, it is necessary when shopping to ask what has been done to the fabric.

Shrinkage of materials. Wool materials can be treated with chemicals to make them nonshrinkable. This treatment does not weaken the wool or make it less soft or warm. As a result of this process, it is possible to wash many wool fabrics that formerly had to be dry cleaned. Any wool fabric that has been so treated is labeled with a guarantee against further shrinkage. "Sanforlan" is a label which guarantees that wool can be washed without shrinking.

Cottons and linens can be put through shrinking processes, which will practically eliminate further shrinkage. Since it is difficult to know how much a fabric will shrink and whether it will shrink in the length, in the width, or in both ways, it is a convenience, as well as an economy, to have the fabric shrunk by the manufacturer. The "Sanforized" finish guarantees that the fabric will not shrink more than one per cent. Since the weave is closer and there are more yarns to the inch than there were before shrinking, the fabric is stronger and more durable as a result of this process.

"Sanforset" is the name of the process which guarantees that rayons will not shrink or stretch more than two per cent.

Crease resistance. Crease-resistant treatments consist of applying synthetic resins to fabrics so that they will be more resistant to wrinkling. This treatment can be applied to all types of fabrics, but since cottons, linens, and rayons, due to their inelasticity, wrinkle readily, it is most widely used on these fabrics. When a fabric has been treated, it does not mean that it will be free from wrinkles, but that the fabric will resist sharp creases and that the wrinkles will tend to disappear when the garment is hung up. At the same time, this treatment makes starching unnecessary, and makes the fabric easier to iron and more resistant to soiling. It also to some extent controls shrinkage.

Moisture resistance. Fabrics can be given varying degrees of resistance to moisture by a wide variety of processes. Waterproof fabrics are impervious to water and air; the coating of the fabric covers the yarns and closes the spaces between them.

Water-repellent fabrics will resist moisture in varying degrees, for the fibers are coated; but the spaces between the yarns are not closed as they are in waterproof fabrics. Fabrics used for umbrellas, awnings, and galoshes should be waterproof. Raincoats that are water-repellent are comfortable to wear since the air spaces between the yarns allow for circulation of air. The degree of protection given by water-repellent finishes varies with the construction of the fabric as well as the treatment given the fibers and yarns and may range from spot-proof to shower-resistant to storm-resistant.

Moth protection. Since moths grow best in a temperature of 70°, it is necessary to protect wool garments against moth damage in

both summer and winter, for that is the temperature at which most houses are kept in the winter. On pages 455-456 precautions against damage by moths were given. Some woolen fabrics are now treated with chemicals to make them unattractive to moths. These finishes are not permanent, but will stand either dry cleaning or washing several times. For a small extra charge, most dry cleaners will treat your garments when they are dry cleaned, to make them mothproof. Any fabrics which have been so treated should be labeled, stating how long the finish will last and how it should be cared for.

Flameproofing. Flameproofing fabrics means treating them so that they will not burn and will char only at the point of contact with a flame. These finishes are most frequently used on cottons and rayons, since these burn more quickly than wool, silk, or nylon. Since fire causes tremendous losses of life and property each year, there would be a great advantage in having such things as bedding, upholstery fabrics, draperies, curtains, children's clothing, aprons, house-dresses, and housecoats treated so that they would be flame-resistant. Ships, hotels, and clubs often have their carpets, bedding, and draperies treated so as to be flame-resistant for your greater safety. Fabrics can be so treated commercially that the finish remains effective after repeated washings or dry cleanings.

The United States Department of Agriculture recommends a process, which can be used at home. Make a solution of 7 ounces of borax, 3 ounces of boric acid, and 2 quarts of hot water. Dip the fabric to be made fire-resistant into this solution and dry it. Since this solution is soluble in water, it will not be effective after the garment is laundered. Each time the fabric is washed, it would have to be dipped in the solution again.

Permanent crispness. Chemicals are used to give a permanent stiffness to organdy and to make it more transparent. Sabel, Apponized, and Bellmanized are patented processes which give crispness to material. Trubenizing is used on men's collars to make starching unnecessary and to prevent wilting of the collars. A viscose solution of cellulose is fused into the material, making a permanent finish. Fabrics for dresses, children's clothes, and curtains are often given this finish.

To show that you understand

- 1 What are the principal processes involved in manufacturing materials from fiber? Explain what happens when fibers are made into yarn. What is the process called?
- 2 Define warp and filling yarns.
- 3 Why is the warp usually stronger than the filling threads?
- 4 Explain what is meant by the count of the cloth. What do the counts 80 square and 80×72 mean?
- 5 How can one use knowledge of thread count in buying materials?
- 6 Describe plain, rib, and basket weaves. Why are rib and basket weaves called variations of the plain weave?
- 7 How is the figured weave made? What else might it be called? In what familiar materials is this weave found?
- 8 What weave is used in making Turkish toweling?
- 9 How does a knitted fabric differ in construction from woven fabric?
- 10 What are the characteristics of a knitted fabric?
- 11 Explain "raw-stock dyeing," yarn dyeing, and piece dyeing.
- 12 In printed fabrics how is the design introduced into the material?
- 13 How can you distinguish a printed pattern from a woven one?
- 14 What happens to material when it is calendered?
- 15 Why should silks not be heavily weighted?
- 16 What is the advantage of having wool material treated with chemicals to shrink it?

Putting what you have learned into practice

- 1 a Ravel some yarns from a piece of cheesecloth and some from a piece of gingham. Mount the samples and the raveled yarns.
b Write a statement in which you compare the number and tightness of the twists in the yarns.
c Break a yarn from each material. Explain which is stronger and why. Which material would be more durable for a kitchen apron?
d Look across the surface of each material. Which is smoother? Explain in writing why one material is smoother than the other.
e Ravel some yarns from a piece of silk material. Examine the silk yarns and the raveled yarns from the gingham to determine

- which has fuzzy ends on the surface. Mount the raveled yarns in your notebook; explain why long fibers make a smoother material than short fibers.
- 2 **a** Examine a piece of material, such as serge, that has diagonal lines on the surface. What weave has been used?
b Use a piece of graph paper and illustrate the twill weave by making dark the square that indicates where the filling thread has been passed over the warp thread.
c For what purposes would you use a twill weave?
 - 3 Mount a sample of a material that is yarn dyed. Write a statement explaining how you know that it is yarn dyed.
 - 4 **a** Mount a sample of printed material on a piece of paper.
b Explain in writing how you know it is printed.
 - 5 **a** Mount samples of cotton and wool materials that have been napped.
b Examine these materials to determine whether the nap covers irregularities in the yarns and loosely woven fabrics. Write a statement of your observations.
 - 6 **a** Select a piece of material that you think is heavily sized. From this cut two samples of the same size. Wash one sample and allow it to dry. Compare the samples for fineness and firmness of weave. Write out a summary of your observations.
b Did the material shrink? Did it shrink lengthwise, crosswise, or both ways? Record this information.
c Measure the washed sample. Now wash it again. Dry. Measure it. Do heavily sized materials shrink more than once? Record this information and mount the samples on a piece of paper.
 - 7 Crush in your hand a piece of material that has been treated to be crease resistant. Does it wrinkle? Does it retain the wrinkles?
 - 8 Try to burn a material that has been treated to be flame-proof. What is the result? Wash and dry this material. Now try to burn it again. Does this treatment withstand washing?
 - 9 Drop some water on material that has been treated to be water-repellant. Does the material repel water? Rub the water on the material. Is the material waterproof?



CHAPTER THIRTEEN

A. Devaney, Inc.

Selecting suitable and becoming clothing

What influences the choice of clothing? Style and custom have always influenced clothing. Station in life or occupation has always had an expression in clothing. This may be less evident today than in the past, unless the correct choice of clothing for all occasions may be considered to express this idea. In any case, clothing has always been a subject of great interest. Boys and men may not admit their interest, but they often have costumes for special occasions, such as their Boy Scout and athletic uniforms, and then more elaborate uniforms, Army or Navy.

Selecting clothing is not just a matter of buying a hat, a dress, or



Which dress would you choose for school?

gloves, but it includes the whole subject of building an adequate wardrobe. Such a wardrobe should help to express the person's own individuality; not all girls size fourteen with brown hair and blue eyes can successfully wear the same kind of clothing. Clothes must give the body the right kind of protection. They must be attractive, suitable for the person and for the occasion, and the right style for the season. The cost of clothing must be in proportion to the individual's station in life and to the family income.

UNIT I

WHAT IS MEANT BY LINE IN DRESS?

When you go shopping with your mother, does she reject some dresses and give a nod of approval to others? If you asked her why she approved of certain dresses, probably she would give as one reason that they have good lines. What is meant by good lines in a dress?

Lines that agree with each other. Before you can understand what is meant by good line in clothing, you must find out what kind of lines are used. If you look about a room, at the windows, at the desks,

chairs, and curtains, you will see that there are straight lines (vertical, horizontal, and diagonal) and curved lines. If the effect is pleasing, these lines are used in such a way as to seem related to each other, to work together harmoniously. By examining the illustrations in fashion magazines you can discover which lines in dresses and other garments are pleasing. Select several designs and make heavy marks with lead pencil over all the lines in the dress. As you study these heavy lines carefully, note that in some garments the effect is restful and pleasing, and expresses a definite idea. In others the lines seem confusing because they are unrelated and do not express a definite idea. Certainly those you select as having good lines are designs in which the lines seem to agree with each other, to belong together.

Does this mean that the lines of a dress must all be straight or all be curved? Certainly not. Dresses may have more than one kind of line, but the lines must be correctly arranged. You will notice in the illustration on this page that all the important lines and the majority of the other lines of the dress in Fig. 1 are straight, with just enough curved lines to soften the angles. In the dress in Fig. 3, while the principal lines are curved, there are a few straight lines introduced to give the dress a feeling of stability. Thus good line as a term applied to a garment may mean the use of more than one kind of line, provided these kinds are used in such a way as to produce harmony in the dress as a whole.

Vertical and horizontal lines in dress. Which dress would you choose for a short, stout girl and which one for a tall, slender girl? Which would you reject altogether? Why?



Fig. 1

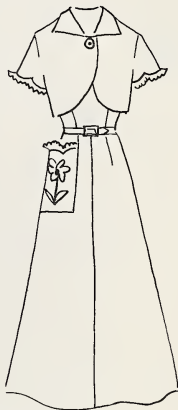


Fig. 2



Fig. 3

Boundary lines. When you walk with the sun behind you, you see your shadow ahead. If you stand in a room with a light behind you, you cast a shadow on the wall. This shadow, or silhouette, shows only the outside or boundary line of our clothing. Silhouettes vary greatly even though no lines appear within the boundary. A light placed so that it will shine on several dresses at the same time in the same way will show the outlines to be as different as the dresses themselves appear to you in color, fabric, and detail.

You can easily see how the silhouette of every girl in your group is different. By carefully planning the silhouette of the dress, you can create an interesting, well-proportioned boundary line for clothing. If, for example, you select a dress with a straight blouse, long straight sleeves, and a straight skirt, the outline of the figure will seem taller and more slender than would be the case if you selected a dress with a wide collar, puff sleeves, and a full skirt. The individual figure must be critically analyzed before a dress with becoming lines can be selected. Clothing should express the idea of a healthy, normal, well-proportioned body. Some of the questions to ask in analyzing a figure are: How tall does the silhouette appear? Is it too broad in places? Are the hips too broad and the shoulders too narrow? Is the line from hip to floor too short? Is the line from shoulder to waist too long or too short?

Construction lines. In addition to the lines formed by the outline of the dress, there are lines formed by the way in which the dress is made. These are called construction lines and are formed by the seam lines of waist, skirt, sleeves, collar, and hem. Often the openings and fastenings used become important construction lines.

In general, construction lines should follow the natural proportions of the body. Notice the proportions of the dresses on page 391. How ridiculous the dress of 1928 looks today! The waistline has been dropped to the hips, the skirt is short, and as a result, the figure is divided into three parts of the same size, giving a monotonous effect. The empire dress is an example of the other extreme. The waistline has been raised to a point just beneath the armpits, the skirt touches the floor, and the result is a figure divided into such unequal parts that they do not seem to belong together. Contrast these two figures

with the Greek dress. The divisions of this dress follow the natural proportions of the human body, resulting in a design of unequal spaces that are interesting and yet enough alike to seem to belong together. This Greek dress impresses us with its grace, dignity, and distinction, even though it is not the style of today.

Every season has a distinguishing line expression that makes what is known as fashion, or style. To emphasize a season's style, the lines are often exaggerated in illustrations and in some clothing, thus making it difficult to distinguish good line and proportion. This exaggeration often makes it hard for an individual to emphasize the lines that would help her to express her best personality traits and individuality.

To make it easier to study good proportion and spacing, a dress may be represented as a simple rectangle. The divisions of a dress are formed by hem lines, waistlines, yokes, cuffs, collars, etc., and should create interesting relations to each part and to each other. This relationship is called proportion.

Construction lines may have a variety of effects upon the appearance. The horizontal lines of the dress in Fig. 1 on page 392 all tend to make the figure appear shorter, while the dress in Fig. 2, with its vertical lines, makes the figure appear taller and more slender.

Where do you think the waistline should be placed to give the most pleasing proportion?



1928



Empire



Greek

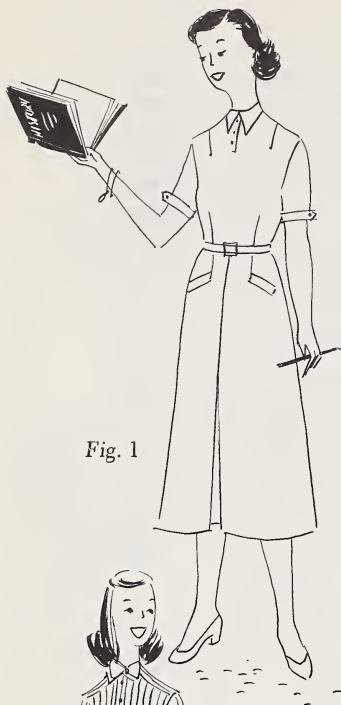


Fig. 1



Fig. 2

From this we may assume that lines, properly spaced, which carry the eye across the figure, tend to make it appear shorter and wider. Lines which carry the eye up and down the figure tend to make it appear taller and more slender. In selecting a becoming dress, try to determine which effect—vertical or horizontal—will make your figure appear to the best advantage and in harmony with the season's style.

Neckline. In considering the lines of a dress there is one line, the neckline, which needs special study, because it forms part of the frame for the face. The face is the most interesting feature of a person's appearance and should be the most emphasized. The neckline is a means of leading interest and attention to the face. Look through the advertisements in newspapers and magazines. In general, what shape of face is most often shown? Artists, for the most part, draw heads with oval faces. Assume, then, that an oval face is the ideal shape. As you look about the classroom, you will see round faces, long, thin faces, and square faces, as well as oval faces.

Because an extremely round, square, or long, thin face is not so attractive as a face that is oval in

Horizontal and vertical lines



Fig. 1



Fig. 2



Fig. 3

Showing the effect of different necklines and hairdressing on a square face. The faces above are all the same size and shape. Which appears more nearly oval? Do you know why?

shape, be careful to select necklines that do not emphasize these shapes but instead help to give the illusion of an oval face. How can this be done? What influence do different necklines have?

The picture above shows a girl with a square face wearing different necklines. In which of these pictures does her face appear less square? Certainly not in Fig. 1, where the neckline is square. When the neckline of the dress repeats the shape of the face, it tends to make the shape of the face more noticeable. Repetition of a shape seems to make that shape pronounced, just as repeating a pattern fixes it in the mind.

The neckline in Fig. 3 does not repeat the shape of the face and yet the face seems just as square as in Fig. 1. Notice that the sharp V neckline in Fig. 3 makes a decided contrast with the squareness of the face. This tends to call attention to the shape of the face. If a very tall, thin girl walks beside a very short, stout girl, the tall girl looks taller and more slender than if she were with a girl of average height and medium build. Likewise the short girl looks shorter and stouter because of the sharp contrast her figure makes with that of the tall, thin girl. Therefore you can safely conclude that a sharp contrast tends to emphasize a difference.

In Fig. 2 the face seems less square because the neckline neither repeats the shape of the face nor is sharply contrasted with it. In this

case the neckline leads the eye gradually away from the squareness of the face and seems to soften its outline.

These same principles apply to the face that is either too round or too long and thin. Neckties, beads, scarfs, yokes, and collars are all important because they become elements of the neckline.

Hairdress, or the way the hair is arranged about the face, is so closely related to the neckline and the shape of the face that it is practical to consider it at this point. It is easy to see from the illustrations on page 393 that hairdressing changes the appearance of the shape of a face. In Fig. 1 the lines of the bangs and hair repeat the square shape of the face. In Fig. 2 the slightly irregular line of the hair makes the face seem less square.

Any decoration which follows the structural lines of the dress gives a feeling of orderliness. Decoration applied in a "hit or miss" order produces a feeling of confusion



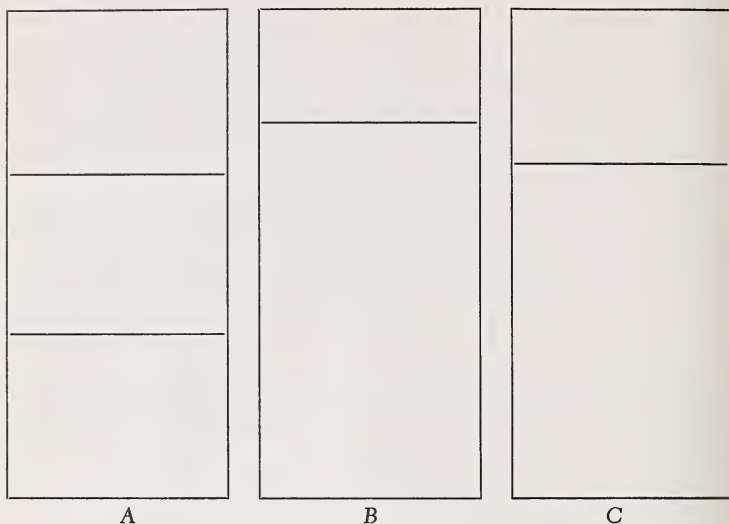
Lines of decoration. Many dresses are decorated with buttons, tucks, ruffles, pleats, lace, or braid. Decorations should be used only when the appearance of the dress will be improved. Good decoration seems to grow out of the structural lines of a dress and actually make the garment more beautiful and more becoming to the wearer. Well-designed, carefully chosen decoration lends a feeling of order to the dress, not a sense of confusion. Decoration should never be more important in appearance than the garment itself.

In the dress in Fig. 1 on page 394 the decoration follows the structural line of the dress and leads the eye to the face of the wearer. The lines of the dress give a feeling of orderliness, and the decoration in no way interferes with the usefulness of the dress or with the comfort of the wearer. In the dress in Fig. 2, on the other hand, the trimming has been added without regard to the structural lines of the garment. There is no orderly, pleasing arrangement of the decorative lines themselves; therefore the dress gives a feeling of confusion and disorder. In selecting a dress, notice the decorative features. Do they seem to belong to the dress? Do they seem to grow out of the structural lines? Do they add to the beauty of the dress, and make the dress more becoming to the wearer? Is there too much decoration?

Putting what you have learned into practice

- 1 Select a picture of a dress that seems to you to be good in design and make a tracing of it to show the lines that belong together. Explain why they belong together.
- 2 Find a picture of another dress, one that does not appeal to you. Make a tracing of it.
 - a Why do you not like this picture? Do you dislike it because the lines are not in harmony with each other?
 - b Change some of the lines of the dress so that they will be in harmony and make a more pleasing design.
- 3 From a fashion magazine make a silhouette of a dress that would make you look shorter and wider.
 - a Make another silhouette of the same dress and change it so the figure will seem taller.

b Analyze these changes and write out what caused the different effects.



4 Compare the divisions of space in the rectangles A, B, and C on page 396 with the proportions of the dresses in the picture on page 391.

a In which of the rectangles and dresses are the proportions similar?

b Which rectangles illustrate poor proportion? Why? Which show good proportion? Why?

c Cut out pictures of dresses of today, which show good proportions among all the parts.

d Can you find in pictures some collar and neckline illustrations that show good proportion?

5 a From a fashion magazine, trace or cut and mount a dress which has construction lines that would increase width. Indicate the lines that do this.

b From a fashion magazine, trace or cut and mount a dress which has construction lines that would increase height. Indicate the lines that add height.

- c In general what kind of lines increase width? height?
- 6 Find a picture of a round face, one of a long, thin face, and one of a square face. Trace the lines of these faces.
- a Design a neckline that will be becoming to each.
- b State what necklines each type of face should avoid and what necklines would be becoming.
- 7 From your classmates, group those with round faces together, square faces in another group, long, thin faces in another group, oval faces in still another group.
- a Try various collars and necklines (cut from paper or muslin) on each other.
- b Describe the effects and give reasons.
- c To which group do you belong? What kind of necklines are most becoming to you? Why?
- 8 From a fashion magazine select two or three dress designs which are decorated in some way. Study the designs and answer the following questions concerning them:
- a Does the decoration give to the design a feeling of order or one of confusion?
- b Is the decoration so elaborate that it would detract from the personality of the wearer, or would it call attention to certain favorable or unfavorable characteristics of the wearer?
- c Does the decoration add to the attractiveness of the dress design?
- d Does the decoration follow the structural lines of the dress design?
- e Make any suggestions that you feel are needed to improve the decoration in these dress designs.

UNIT 2

PLEASING COLOR IN DRESS

For a new dress color is a serious consideration. Materials are made in so many beautiful colors today that you may become confused when you try to decide on just the right color for a particular dress.

Some colors when placed together give a pleasing effect. Then the question arises, Shall the dress be made of two or more colors? If so, in what proportion shall they be used? After the color or color combination has been selected, another question must be answered: Is it suited to the wearer? Just as there are certain fundamental art principles in line and harmony that should be applied to dress design, so there are color principles that should guide you in selecting clothing.

Some terms used to describe color. In describing colors the terms *hue*, *value*, and *intensity* are used. A detailed study of color shows that colors may be grouped in an orderly arrangement about a circle; this circle is called a color wheel (see page 410).

By "hue" is meant the name of the color, such as blue or red. Some hues are referred to as warm; they seem to be closely related to glowing heat. Red, orange, and yellow are warm hues. Other hues are referred to as cool; they are closely related to sparkling, cool water or something fresh and growing. Blue, green, and blue violet are cool hues. Have you ever noticed that a large person will appear larger when dressed in bright red than when dressed in bright blue? This is due to the fact that red seems to come forward, or advance, while blue seems to withdraw, or recede. All the warm hues have the quality of advancing; the cool hues that of receding. In clothes there should be a dominant hue. This is called the dominant color. It can be made more interesting by the introduction of a smaller amount of related colors.

By "value" of a color is meant the lightness or darkness of that color. For example, there can be light blue and dark blue, light yellow and dark yellow, and all the degrees of value between. Lightness or darkness is best described by thinking of the light rays shining into a color, or a shadow falling across a color. If with water colors you were to make a chart, showing different values in color, you could start with a dark green and little by little add water to make a lighter green. This would make a series of values, each somewhat lighter in value than the preceding one.

By "intensity" of color is meant the dullness or brightness of a color. A color may be made less intense by adding gray to it. Colors in their full intensity are very bright; colors in their low intensity are

dull. Very intense colors are generally used only in small quantities in clothing.

Color combination. Three color schemes commonly used in dress design are the monotone color combination, such as dark blue and light blue together; complementary color combinations, such as red and green together; and the analogous color combinations, such as blue and violet together (see page 411). You must remember, however, that some color combinations may be lovely in themselves but not pleasing as color schemes for garments.

A good general rule for using colors in garments is that the larger portion of a dress, coat, suit, or skirt be of the less intense color and of the darker value. Bring the more intense bright hues into use in the smaller portions, as collars, belts, hats, and accessories. There should be a predominance of one color for any costume if it is to express a definite color idea. This idea may be enhanced by carefully selected jewellike bits of other colors.

Becoming colors. Colors that make the skin seem fresh and clear and which emphasize the color of the eyes and hair are said to be becoming colors. All colors do not look equally well on all people because of differences in the color of skin, hair, and eyes. Study the color schemes used for the girls shown on pages 410-411.

Types of personal coloring. As you look around the classroom, you will see many types of skin, hair, and eyes. There may be as many different colors of hair as there are members of the class. There is probably hair that is gold, light brown, dark brown, black, and shades of red; eyes that are blue, varying shades of gray and brown. You will also note many different values and intensities in skin coloring.

People with light hair, blue or gray eyes, and fair skin are called blondes; those with dark hair, brown eyes, and a dark skin are called brunettes. The red-haired type has red or reddish-brown hair, blue-gray or brown eyes, and a fair or dark skin. As you study the coloring of your friends and acquaintances, you will note that there are those who are neither distinctly blonde nor brunette. These are referred to as intermediate types.

Blondes with fair, clear skin and blue eyes will usually wear best the colors known as the cool colors. Since their own coloring is fair,

there is likely to be overemphasis on light values unless a small amount of a dark color is added to their costume. They must be careful not to wear too intense a color, or their natural coloring will seem of minor importance.

Brunettes will more successfully wear the warm colors—red, orange or yellow. If they do not wish to emphasize the darkness of their skin, brunettes should avoid the very light values in these colors except when used as accents.

The intermediate type must keep in mind their own skin tones and the effect of the various colors on those tones. It is possible for the intermediate type to select colors that will bring out their blonde features, or they may select colors and color combinations that will bring out the darker or brunette tones.

The red-haired type should select colors that emphasize the most attractive coloring. It is possible to bring out clear, red tones by wearing green and blue, or it is possible to make the hair seem less red by wearing some such warm colors as brown or yellow-green.

Emphasizing color of the eyes. The color of the eyes may be emphasized by the colors worn. Some may wear blue to make their eyes seem more blue, but if blue is unbecoming to their skin, the choice of blue will be unwise; a sallow skin is evident long before the color of the eyes can be noted. Select colors that are becoming to the skin for the main part of the dress; then, to bring out the color of the eyes, use bits of color near the face. Large areas of very intense color may make the eyes seem faded. For example, if a blue-eyed person wears a bright-blue dress, the eyes may seem duller than they really are. But if this person wears a dark-blue dress with a scarf of bright blue, then the small amount of bright blue will make the eyes seem more blue.

Colors and the ensemble. In selecting your clothing you must think not only of choosing colors which are becoming, but you must consider also how the color of this new garment will harmonize with the other articles in your wardrobe which you will be wearing with it. Remember, it is not just personal coloring plus a dress which makes a pleasing or displeasing color scheme. Along with personal coloring and dress, you must keep in mind that shoes, hose, coat, hat,

gloves, purse, and any jewelry which you wear are all a part of the color scheme.

It is best to select one becoming color for your staple garment, such as a coat, and then to choose your dresses and your accessories to repeat or to harmonize with that color. In this way it is possible to have many color schemes planned around one key color, and you may be well-dressed by buying a few carefully selected accessories to give variety to your wardrobe.

Putting what you have learned into practice

- 1 From samples of colored fabrics or colored paper, select three colors of one hue, but of different values, which give a pleasing effect.
 - a Do they give as pleasing an effect if the samples are all the same size?
 - b What seems to make the most interesting combination of values for a winter school dress? for a summer sports dress?
 - c Explain your decision in the light of art principles.
- 2 Select four samples that will show what is meant by intensity of color. Mount them, showing the proportion of each that might be used for a bathing suit or house coat.
- 3 Select two samples that would illustrate a complementary color scheme. Mount them, showing the relative amounts of each color you would use in a dress.
- 4 Select three samples that would illustrate an analogous color scheme. Mount them, showing the relative amounts of each color you would use in a costume.
- 5 On a sheet of white paper draw four rectangles, each $2\frac{1}{2}$ inches high and $1\frac{1}{2}$ inches wide. Select samples of material, one bright and the other grayed, but of the same hue.
 - a In one rectangle mount two samples of the same size so that they just fit into the space.
 - b In another rectangle make the very bright piece twice as large as the duller sample.
 - c In another rectangle make the duller color twice as large as the bright color.

- d In the fourth rectangle make the combination of colors in a proportion that could be used for a school dress.
- e Describe how these different rectangles appear to you.
- 6 Select from the class members, as nearly as possible, a typical blonde, brunette, red-haired, and intermediate type.
- a Try various hues in different values and intensities on each.
- b List the colors that are becoming and explain why they look best on these girls. Discuss the combinations shown on pages 410-411.
- c Analyze your own coloring as to skin, hair, and eyes.
- d Select your most becoming colors and list them.
- 7 a From samples of materials or colored paper, select one color suitable for your coat. Select a color that will be becoming and that will have many possibilities for developing color schemes.
- b Select three other samples of material or paper that would be suitable for school dresses.
- c Select samples of a material or a colored paper for an afternoon or dress-up dress.
- d Describe how these would be used with accessories.
- e What colors would you select for shoes, hat, gloves, purse, and other small items?

UNIT 3

GOOD FIT AND GOOD WORKMANSHIP IN CLOTHING

Clothing that fits well enhances your appearance. It conceals any defects that you may have and brings out your good points. Sara's right hip is larger and a little higher than her left one due to a slight curvature of her spine. The dresses that she buys must always be altered so that the right half of the skirt is larger than the left half. When this is correctly done and the skirt is hung an even distance from the floor, Sara's slight defect is not noticeable. If your clothes fit well, they not only look better but they are more comfortable. There should be enough fullness in your blouse to allow free movement of your

arms, enough in your skirt to allow for ease in walking. You should be able to reach up or to bend over without pulling the seams of the dress out of place.

What makes a smooth-fitting dress? A smooth fit is the result of having the garment loose enough, but not so loose as to make unwanted folds of material. Garments which are too tight are likely to lie in wrinkles because of the strain on the material. A skirt which is too tight in the hips will have a fold of material just below the belt; the material pushes up into this fold because the skirt is too tight to go down as it should into position on the hips.

A smooth-fitting dress also depends on the direction of the yarns in the material. The center front and center back of the dress should lie along a lengthwise thread. In a set-in sleeve, the lengthwise yarns should lie in the direction of your arm when it hangs straight at your side. At the bust line and hip line the crosswise yarns should be parallel to the floor. When any of these yarns deviate from the correct position, the dress shows wrinkles or folds and a smooth fit is impossible.

What is the correct position for the seams? Correctly placed seam lines keep your dress in its proper position on your figure. The normal shoulder seam should lie on top of the shoulder. The armhole seam should be straight in the front and back of the arm and make a good curve under the arm and over the top of the shoulder. If you have ever had a dress in which the armhole seam hung over the shoulder on the arm you know how uncomfortable as well as how unsightly that can be. The underarm seam should hang at right



Singer Sewing Centers

How could you justify the expense of a self-marker?

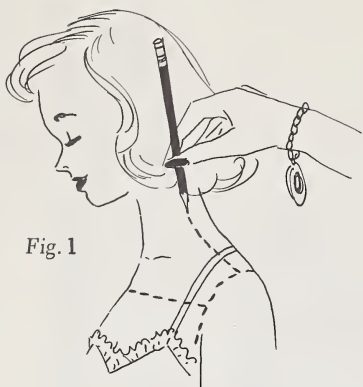


Fig. 1

angles to the floor, swinging neither to the front or back. The waist-line seam should follow the natural waist curve and appear straight around the figure.

What is good workmanship? Good workmanship in a garment applies to seams—the way in which they are made and finished; to fastenings—how they are sewed on; to pressing—how it is done; and to any other processes used in making and finishing the garment. A well-made garment will give better service as well as look better than one with poor workmanship.

a SEAMS (See page 480). Plain seams should be from $\frac{1}{2}$ inch to 1 inch wide so that they will not pull out and so that you can make the dress larger wherever necessary. The edges of the seam should be finished by overcasting, pinking, binding, or by turning over the edge and stitching it. The kind of finish used is determined by the material and whether the garment is to be washed or dry cleaned. French or felled seams are used

FINDING THE CORRECT POSITION OF SEAMS

Fig. 1. The shoulder seam of a garment is often called the key seam. Do you know why?

Fig. 2. The way to find the proper position for the underarm seam

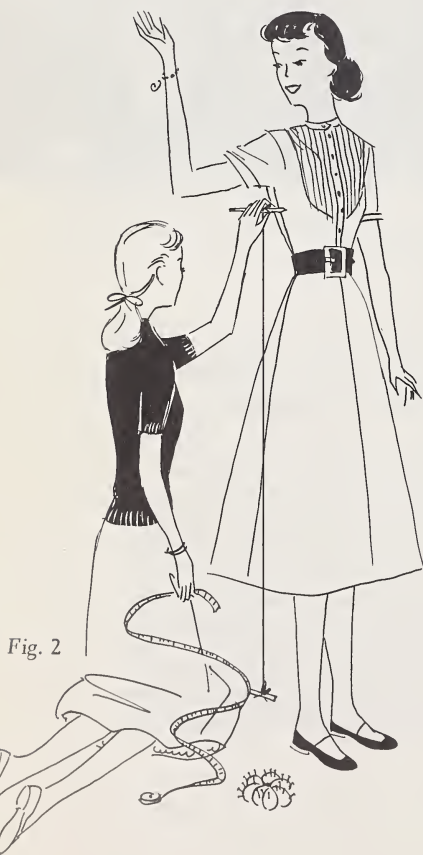


Fig. 2

instead of plain seams where strong seams are needed on garments that will be laundered often.

b HEMS. Skirt hems should be wide enough to allow for lengthening, should be even in width, and the top edge is usually turned under or finished flat with a binding.

c NECKLINE. The neckline should be finished so that it will lie flat, will not stretch, and so that there are no raw edges exposed. If the collars and cuffs are to be removed for frequent washing, the neckline should be finished and the collar either basted or snapped into place.

d FASTENINGS. All snaps, hooks and eyes, zippers, and buttons should be sewed firmly and neatly into place.

e STITCHING. The stitching should be in thread of matching color and fiber, should be straight and even, and the tension should be adjusted to make a firm stitch without puckering. The length of the stitches should be suited to the material and should not be too long if the stitching is to be strong and wear well. Fifteen stitches to the inch is considered satisfactory for most materials.

Reading labels. The label on garments should tell not only the size but something about the material. The fiber content of the material should be included in the label, so that the buyer will know how to press it and keep it clean. The label should tell how fast the color is to washing, dry cleaning, and sunlight. It should also state the residual shrinkage and any other special qualities that have been imparted to the fabric through special finishes, such as flameproof moth-resistant or water-repellent treatments, as well as explain the care necessary to preserve these special qualities.

Labels giving this information are not impossible. Manufacturers can furnish this information, but they are not going to do so if purchasers do not show an interest in having such information when they shop. When you shop for cotton garments, do you inquire about shrinkage and crease resistance? As consumers show that they are interested in having garments that are so treated, the manufacturers will become aware of their desires and try to satisfy them.

Putting what you have learned into practice

- 1
 - a Use one of the members of the class as a model and locate the normal shoulder line in the following way: Find the highest point of the shoulder at the base of the neck by lightly running the forefinger around the base of the neck from the large bone at center back to a point just above the collarbone in front. In so doing, note the highest point on the side of the neck, usually just back of the prominent neck cord. The other point for the shoulder line is about $\frac{1}{2}$ inch back of the highest point of the shoulder. Lay a ruler or any straight edge from one point to the other.
 - b Notice how different you can make the back of the model look by moving this line forward or backward, or by changing its general direction. See if you can explain how and why the model looks different when this is done.
 - c What is the best position for the shoulder line on a round-shouldered person?
- 2
 - a Ask a member of your class to be a model for locating and measuring the normal waistline. Does this season's style of dress conform with the normal waistline?
 - b Find in some source other than a fashion magazine an example of dress design showing the garment's waistline above the normal waistline and another example showing it below the normal waistline.
- 3 Using a class member as a model, put a tape measure around her hips seven inches below the waistline.
 - a Adjust the tape measure so it fits easily without being too loose. Can you see what is meant by a smooth fit?
 - b Observe her skirt. Do the warp yarns run parallel to the floor at this point?
- 4
 - a Use a piece of cord long enough to reach from the shoulder to the floor. On one end tie a pencil; on the other a small weight, such as a piece of chalk or a small stone. Select a classmate as a partner and hold the pencil under her arm (see drawing, p. 404).
 - b Does the line of the string correspond with the side seam line of her dress?

- c Can you describe why the seam line should hang like this?
- 5 To study the workmanship of ready-made garments, secure two or more garments. Perhaps members of the class, as well as the teacher, can bring some things to class for study. Some questions for discussion are:
- a Is the center front of the garment cut on the lengthwise thread of the material? the center back?
 - b Is there fullness enough to allow for freedom of movement of the body in walking, reaching, bending, and sitting? Is the fullness in the right place?
 - c Are the seams of the right kind for the garment? Are they the right width with the proper finish?
 - d Is the hem wide enough and even?
 - e Are the neckline and collar correctly finished?
 - f If trimings are used, are they of good quality and do they really add to the beauty of the dress?
 - g Are all fastenings and openings right for the garment?
 - h Does the thread match the material and is the stitching even and of the right tension?

UNIT 4

APPROPRIATE CLOTHING

When you played with paper dolls it was quite easy to have a large and complete wardrobe for each doll. There were outfits for beach wear, shopping, church, afternoon teas, evening parties, and house wear. The wardrobes for the children were separate and distinctly different from those for the women. The winter clothes, summer clothes, and in-between-season clothes were all distinctive. Why did you select these elaborate wardrobes? It was fun, of course, but there did seem to be a real reason for doing it. The clothing you selected for the occasions seemed just right. The seasonal clothing would be comfortably cool or warm. There were certain things about the clothing that were just right for the women and just right for the children.



Dressing to fit the occasion



One of the things you did not consider was the cost of such a varied paper-doll wardrobe, but you now know that cost has a great deal to do with your own wardrobe, whether it is limited or generous.

Dresses for certain occasions. Being suitably dressed enables you to forget yourself, to be at ease, to have poise. In addition it makes you more comfortable physically, because the style of the clothes is suited to the activities of the occasion. For example, a sports dress for playing tennis has a blouse that is loose across the back, is long enough in the waist to allow for plenty of arm and upper-trunk action; the skirt is short, full but not too full; the material is durable, light, cool, and of a kind that can be frequently and easily laundered. No girl wishes to be hampered while taking part in any sport by uncomfortable or unsuitable clothing.

The party dress is in direct contrast to the sports dress. The material may be dainty, extreme in color and texture, the line of the dress intricate and unusual. As you do not expect to exercise strenuously in these dresses, they may be more elaborately designed, trimmed, and decorated. But you must remember that they should be worked out in an attractive way, for an overdecorated, overelaborate party dress may be just as inappropriate as any other dress. In many localities specially designed party dresses are not used; rather, some special accessories, such as dainty collars or jewelry, are worn with the street dress to give a more "dressed up" appearance.

Business or professional clothing should be the center of the clothing plan. As going to school is your business now, the school dress should come first in any clothing plans that you make. One important thing to consider is the way you feel in the garment. Is it comfortable? Does it allow for all the physical activities of the classroom? Is it attractive, with simple lines and a pleasing color? Will it not only look well on the individual, but also look well in the schoolroom group? As these dresses must be worn many hours at a time and very frequently, they will become soiled. They should therefore be of materials and design that will make frequent cleaning and care as easy as possible. The trimming should be a real part of the dress and used only when it will not detract from the service of the dress. The school dress, like any other business dress, should be of simple,





interesting design and easy to keep clean, but also something that you will enjoy wearing for a long time.

Street clothes should have the same characteristics as school clothes. For seasonal wear they may vary in color and material, but they are selected for service and should have the same service features as our school clothes. The hat, gloves, shoes, purse, and other accessories worn in public places should be selected to give an appearance of unity to the costume. The size of the community, the season of the year, and local custom will, to a great extent, determine what is suitable to wear on the street and in public places.

Housedresses. Your family enjoys seeing you attractively and appropriately dressed for the home, just as your friends do at business or at a party. The housedress and apron should be of a material light and gay in color, something that can be frequently and thoroughly laundered. The design should be loose, comfortable, and suited to strenuous exercise; the duties of caring for the house call for a great variety of activities. The outgrown school dress or old-style evening dress when worn for a housedress not only looks queer and out of place, but is also a handicap in the work to be done.

Underclothing. In selecting appropriate underclothing, the first consideration is how well and how easily it will wash. Since underclothing is worn next to the skin, and since the skin is constantly giving off waste materials, these garments must be made of a fabric that can be easily laundered. The fabric should be soft and pliable, so that it will not chafe or irritate the skin; and it should have the quality of absorbing moisture readily and drying quickly, so the body can be kept more easily at an even temperature. Loose open weaves allow the air to circulate more freely about the body than do close tight weaves. Undergarments should be designed so that they will fit closely to the body and yet give freely with the body when it is in motion. Nothing can be more uncomfortable or detract more from good personal appearance than bulky, ill-fitting undergarments.

Appropriate clothing for the season. In much of this country each season of the year seems to call for certain kinds of clothing. In sections of the country where there is little change in temperature, seasonal changes in clothes are not so important as where temperature

changes from season to season are drastic. The following information will help you to select more comfortable clothing wherever you live.

Body temperature. The normal temperature of the body is 98.6 degrees Fahrenheit. The mechanism of the healthy body keeps this even temperature regardless of strenuous exercise, extremely hot summer days, or cold winter days. This does not mean, however, that the body can do this without effort. The body must work and use energy to keep this even temperature, and it is important to aid this process by wearing proper clothing.

To aid the body in keeping warm when exposed to cold weather, select outer clothing of wool. Several layers of medium or lightweight materials are warmer than one heavy material, for the layers of air which lie between the materials act as nonconductors of heat, and therefore keep the body warmth in. Since the houses of today are warm, you must plan your outer clothing so that it can be easily and quickly removed when you come indoors. Winter clothing should not be bulky or ill-fitting, for that will interfere with rapid movements or exercise which help to keep you warm. The body should be covered rather evenly with clothing when the weather is cold, so that the blood will not be cooled as it flows from one part of the body to another.

It is equally important to select clothing that will help the body to keep cool in hot weather—materials that absorb moisture quickly and dry out quickly. Linen is best in this respect; cotton materials are also good. Light colors are cooler than dark colors, for they reflect rather than absorb the light rays. All garments for hot weather should be made of materials that will launder easily.

Putting what you have learned into practice

- 1 a From fashion magazines or advertisements in newspapers, select and mount on notebook paper a costume for active sportswear, one for dress-up or party wear, and one for housework.
- b Write under each your reasons for making the selections. Explain as to color, design, and kind of material.
- c Which members of the class could wear these models best?

- d Should you select the same designs for yourself? Explain.
- 2 a List the undergarments which you wear, telling the kind of material used in them.
- b Which of these garments launder most easily?
- c Which are most comfortable?

UNIT 5

WHAT SHOULD YOU KNOW ABOUT FOOTWEAR?

In choosing footwear you must not only select shoes that are suited to the occasion for which you intend to use them, but you must also select them to suit your feet as well. Shoes and stockings must be comfortable, and, if properly chosen, they will add to the attractiveness of your appearance by helping you to maintain a correct posture and enabling you to walk gracefully.

Shoes. There are several points in selecting shoes to which you should give attention—the fitting, the style, the materials used. The first consideration should usually be the length. The length of the shoe is indicated by a number, such as 4 or 5 or 6. This does not mean inches; it is simply a size number. When you are being fitted for length, stand up, putting all the weight of the body on the balls of the feet. Now determine where the end of the great toe is located in the shoe. It should be at least $\frac{1}{2}$ inch from the end of the shoe. The width of the shoe is indicated by letters following the number, A being narrower than C, for example, and AA narrower than A. The shoe should be wide enough to allow the foot to lie flat across the sole of the shoe. There should be room in the toe of the shoe for all of the toes to feel comfortable. The inside line of the shoe should be straight, so that the foot lies straight along it. If this inner line is not straight, the great toe is constantly being pushed toward the outside of the shoe; as a result the foot becomes injured and painful.

The heel of the shoe should make a firm support for the body.

Heels that are not correctly placed or that are not the right height throw the body out of balance. For school or for work that involves long periods of standing and walking, the correct heel is from one to one and one-half inches high, broad at the base, and attached to the shoe so that the heel of the foot is directly over it.

Heels that are too high tend to throw the body forward out of balance. In order to maintain the body balance, the wearer of high heels assumes a strained, unnatural posture that results in a stiff, stilted walk which is anything but graceful. High heels have another bad effect. They throw the body weight entirely on the balls and arches of the feet. Some people say that they cannot wear low heels because these do not support their arches. As a matter of fact, the heel of the shoe does not support the arch of the foot at all.

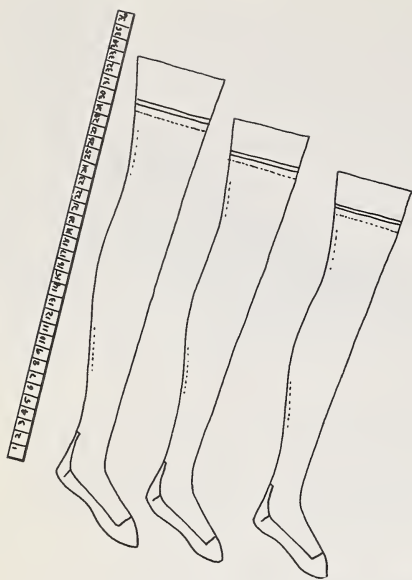
The back of the shoe, or the counter, should fit the heel of the foot snugly to prevent the foot from wobbling. Some feet are very narrow in the heel. To fit this type of foot there are combination lasts; for instance, a shoe can be made with an A width and an AA heel.

Shoes today are made of many kinds and grades of materials. Leather and cloth are the most common, but for certain purposes reed or cane, rubber, paper, and wood are used. These unusual materials are ordinarily found in shoes for sports and for informal house wear.

In studying shoes for appropriateness, you will usually find that materials are important. Calf is the most satisfactory material for school and street wear. For social occasions, shoes may be made of less durable materials, such as suede, cloth, or patent leather. The style of the shoe chosen should depend upon the clothing to be worn



An X-ray picture which shows the position of the bones of the foot in a correctly fitted shoe. Compare the position of the bones of the foot in this picture with the description of a well-fitted shoe in your text



Three lengths of hosiery. Long, medium, and short.

with it; usually an oxford for school and fancy cut-out designs for parties and "Sunday best" wear are conventional. For certain sports special or regulation shoes are required, but when these are not required, there are other comfortable shoes which can be selected.

Stockings. How often you have heard the exclamation, "Oh, there goes another run!" or asked the question, "What color goes best with these shoes?" or "What size should I wear?" Your stockings should be just as carefully selected as to size, material, workmanship, and design as any other garments.

Size of stockings. Stockings must be the correct size if they are to be comfortable, to wear well, and to protect the skin of the feet

from the friction of the shoes. The size of the stocking from the tip of the toe to the back of the heel is known by numbers such as 8, $8\frac{1}{2}$, 9, etc. This is the actual length of the foot of the stocking in inches. To determine the size needed, measure the length of your foot from the heel to the end of the great toe; and, as the stocking should be $\frac{1}{2}$ inch longer than the foot, add $\frac{1}{2}$ inch to the foot length. A well-fitting stocking does not wrinkle. It should not be so long that it extends beyond the toes, for a fold may cause blisters; and it should not be so short that it draws the toes under, because ingrown toenails, bunions, or other foot ills may result.

If stockings are to be comfortable, they should be the correct length in the leg as well as in the foot. Stockings are made in three lengths. The medium length is usually 30 inches from top of hem to the center of the sole of the foot. The shorter length is 28 inches,

and the longer is 32 to 34 inches. To determine the length of stocking leg needed, measure, while standing in your stocking feet, from the side hose supporter to floor. You should check your size for stockings frequently while you are still growing.

Stockings should stretch enough at the top to fit the leg comfortably and at the instep to fit without wrinkling or binding the feet. To test the stretch of the top of the stocking, take hold of the hem at the top with the thumb and forefinger of each hand and pull it out as wide as possible. It should stretch several inches easily and then spring back to the original shape if the stocking is well made. To test the stretch at the instep, take hold of the bottom of the heel with one hand and a point diagonally opposite on top of the instep with the other hand and pull gently. It should not stretch to more than $7\frac{1}{2}$ to 8 inches if it is to fit the ankle smoothly.

Materials used in making stockings. Stockings are made from cotton, lisle, rayon, wool, nylon, and silk. You should know the differences between the stockings made from these different materials.

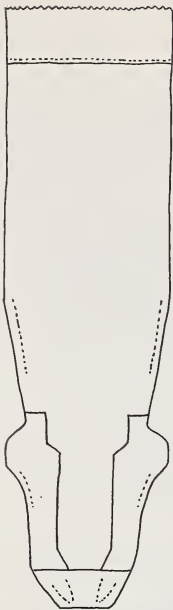
The cotton stocking is soft, dull in appearance, and wears very well. It is inexpensive and feels warm. A cotton stocking, however, does not hold its color and shape well and it looks heavy and bulky.

Lisle stockings are made from a specially treated cotton yarn. They are fairly expensive, stronger than plain cotton, hold their color well, and are especially suited for sportswear.

Rayon stockings are glossy in appearance. They have not proved entirely satisfactory, since they lose strength and stretch out of shape when wet.

Wool stockings are light and warm and are often used for sportswear when something extra warm is needed. Most wool stockings are made with a combination of fibers, such as wool and cotton, wool and rayon, or wool and silk. These combinations have proved very satisfactory for many uses.

Silk makes beautiful and comfortable stockings, but does not wear so well as nylon. Very fine nylon is stronger and more elastic than silk of the same weight. Thus a sheerer and more durable hose can be made from nylon than can be made from silk. Nylon hose



Adapted from Gotham Hosiery Company, Inc.

A full-fashioned stocking. Such a stocking is knitted in a flat piece, working from top to toe. It is then joined with a seam. The stocking is shaped to fit the leg by decreasing the number of stitches from the calf to the ankle. The toe and heel are reinforced

withstand friction and rubbing well, dry quickly when washed, and return readily to their original shape.

Method of construction. A full-fashioned stocking is knitted in a flat piece, starting at the top. It is shaped to fit the leg by decreasing the number of stitches. This flat piece is then joined with a seam. Tubular or circular knit hose are made by knitting around and around in a tubular shape. The stockings are shaped by decreasing the size of the stitches at the ankle and by steaming the finished stockings on forms. This is a less expensive way to make hosiery, but is not satisfactory for any fiber except nylon, because that is the only fiber that will take a permanent "set" and thus retain the shape of the form after washing.

Silk hose are sold by thread count, which indicates how fine or how heavy the yarn is. They can be made from one to twelve thread, although seven thread is usually the heaviest found on the market. One thread makes the finest, sheerest hose.

Rayon and nylon are sold by denier, which indicates the size of the thread. The higher the denier number, the heavier the yarn used. Rayon hose are usually sold in 50, 75, 100, and 150 deniers. Nylon hose are made from 15 to 60 denier.

Gauge means the number of stitches in $1\frac{1}{2}$ inches across the stocking. It ranges from 39 to 60. A high gauge number generally denotes a firm, smooth, closely knit fabric.

Anklets. Anklets are circular knit. Shaping is unnecessary because they do not come over the calf and knee. Since they are circular knit, it is possible to make them with a seamless foot, which most people consider more comfortable than a foot with a seam.

Anklets are most often made with cotton yarns which vary in size from No. 15, which is the coarsest yarn, to No. 160, which is the finest. These yarns may be simply carded, or carded and combed. Combed yarns are finer, smoother, and stronger than carded yarns. Anklets are often labeled to indicate that combed yarns have been used in making them.

In buying anklets, pull the tops to be sure that in joining the top to the leg section, all the loops have been caught. The rib section may be constructed of genuine or imitation ribs. True ribs have ridges alternating on the inside and outside of the ankle. Imitation ribs have ridges on one side. True ribs are more elastic and help hold the ankle up better than imitation ribs.

Examine the reinforcements. The reinforcement at the heel should be high enough to come above the top of your shoe. The sole and toe should be reinforced to give the greatest amount of wear.

The color of anklets should be fast to sun and washing, and a label guaranteeing these qualities should accompany the anklets. Colored anklets should be selected to harmonize with the garments with which you expect to wear them.

Anklets should be purchased a half size larger than you normally buy your stockings. This is due to the fact that the ankle is circular knit and is temporarily shaped by steaming on a form. This may stretch the foot of the ankle, but when the ankle is washed it will return to the size it was originally knit.

To show that you understand

- 1 What are the characteristics of a correct shoe?
- 2 How is the length of a shoe expressed?
- 3 How can you tell whether a shoe is long enough for your foot?
- 4 How can you tell whether a shoe is wide enough for your foot?
- 5 Why should the inside line of the shoe be straight?
- 6 What effect do high heels have upon posture?
- 7 What is a combination last?
- 8 What is the relation between the size of the stocking and the length of the foot of the stocking?

- 9 How long should the foot of your stocking be?
- 10 In what lengths are the legs of stockings made?
- 11 How much should stockings stretch at the top and at the instep?
- 12 What fibers are used in making stockings?
- 13 Give the advantages and disadvantages of each of these fibers when used for stockings.
- 14 What is meant by a full-fashioned stocking?
- 15 How can you tell a full-fashioned stocking?
- 16 Define thread count, denier, and gauge.
- 17 Why are anklets circular knit?
- 18 What should you look for in buying anklets?

Putting what you have learned into practice

- 1 From advertisements, cut out pictures of shoes suitable for school, social occasions, tennis, and street wear. Mount these on notebook paper and explain why you made the selection.
- 2 Check the posture of certain class members when wearing shoes, and again when the shoes have been removed. Are the shoes appropriate for school wear?
- 3 To find the length of a stocking: Place a stocking flat on the table. Use a yardstick to measure the distance from the top of the hem to the bottom of the heel.
 - a Is the stocking a long, short, or medium one?
 - b Which is the right length for you?
- 4 To find the length of the foot of a stocking: Place the foot of the stocking flat on a table and measure the distance from the back of the heel to the end of the toe.
 - a What size is the stocking?
 - b Is it the right size for you?
- 5 To test the stretch of a stocking: Stretch the top of the stocking and have someone measure it for you.
 - a Does it stretch more or less than other stockings measured in the classroom?
 - b A stocking that stretches to measure $11\frac{1}{2}$ to 12 inches across the top (not around the top) is considered desirable.

HOW MUCH DOES YOUR CLOTHING COST?

This is not an easy question to answer, nor is it easy to find a way to answer it. There never seems to be a starting place, because there are always some clothes left over from the last season and some that are in use constantly. No doubt up to the present time your mother has taken the responsibility for your clothing costs and has purchased new things as needed. You will make your first clothing expenditure plans with your mother. The plan should be orderly, logical, easy to understand and to follow. Any such plan should be based on the clothing plans for the whole family.

A clothing plan. As you have already seen, a clothing wardrobe develops around color schemes, lines, and designs suited to the individual. Each dress must be suitable for a certain purpose and for the season of the year. But dresses are not the whole wardrobe. The first step in making a clothing plan is to find out what usable clothing is on hand, what condition that clothing is in, and how much longer it can be worn. The next step is to make an estimate of the clothing needed. Some of you will find it advantageous to make a clothing plan for a whole year. One advantage is that it will make you consider how many items purchased can be used for more than one season.

Clothing costs. The amount spent for clothing should be in proportion to the other expenses of the family and to the amount of the family income. Clothing costs are one of the family's large expenses, but there are many ways of keeping clothing costs down. One way is to take careful, intelligent care of the clothing on hand. Be sure that it is kept clean, well-pressed, and carefully mended. Another way is to make many of the garments at home and to select very carefully all clothing and material for clothing. Clothing expenditures vary; a change in style or a change in personal plans may change the clothing budget plan. The amount a family should spend for clothing is a family problem, even though the mother plans for everyone and does all or most of the buying. There should be a feeling of

cooperation in the entire family, so that the family understands why certain expenditures must be made, even if someone's personal desire cannot be granted at the time. The proportion of the family's income that should be spent for clothing has been carefully worked out for various incomes (see Chapter Four). This varies, however, with the social standards of the family, the locality in which they live, and the occupations of members of the family. Before these percentages can mean much, you need to know how much individual garments cost, and how to plan for your own needs.

Putting what you have learned into practice

- 1 a Make a list of all your dresses. Then list your coats, hats, gloves, stockings, shoes, and underwear.
b Make another list of the dresses you will need for the school year. What shoes, hose, hats, gloves, and coats do you really need to go with these dresses? What other dresses are needed this year? List them.
c If you buy ready-made clothes, study the local papers and the store windows and decide how much should be paid for each item. If your clothes are made at home, ask your teacher or your mother to help you estimate the cost of the materials required to make the needed garments.
d After a careful examination of your price list, add up the amount. Is this amount larger or smaller than you expected? If the cost is too great, what can be done to lower it?
- 2 Make a study of some one type of garment that may be sold for several different prices, such as stockings, shoes, gloves, or house-dresses. Write down all the reasons you can find for this variation.
- 3 Keep the clothing plan you made and check it often to see whether the garments that you buy cost more or less than you planned.



CHAPTER FOURTEEN

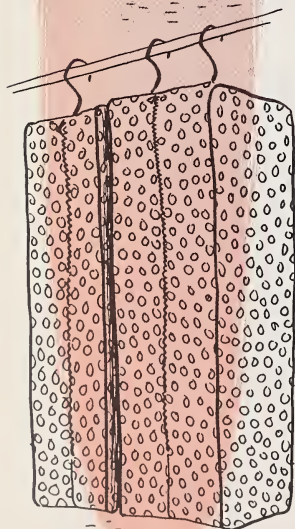
Caring for your clothes

UNIT I

HOW SHOULD YOU CARE FOR YOUR CLOTHES?

Every girl wants her clothing to look its best at all times, and it will look fresh, clean, and well-pressed if she will establish certain habits of orderly care for each garment. When Jane was asked how she managed to keep herself looking so immaculate, she replied, "I do something to my clothes every day, and I have a place to keep them. From the time I started to go to school I have been learning to be responsible for them."

What are some of the things needed to help keep clothing in order, and what are some habits that should be established?



Equipment needed. A clothes closet or some enclosed place in which to hang clothes is important. If the closet is small and must be shared with one or more persons, the arrangement must be planned more carefully than would otherwise be necessary.

Dress and coat hangers are essential. They can be purchased for a very small amount. Skirt hangers are sometimes a part of the coat hanger, but it is usually better to have them separate. They may be purchased, or they can be made by using large safety pins or spring clothespins on the straight bar of a wire coat hanger.

A shoe rack, shelf, or bag and shoe trees will help to keep shoes looking well. The shoe rack or shelf can be built in the closet or fastened to the closet door; the shoe bag likewise may be fastened to the inside of the door. The shoe tree is used to eliminate the wrinkles in shoes after they are worn so that the shoes retain their original shape.

Hat stands or small cones made of cardboard should be on the closet shelf for hats which are worn frequently. Hats worn occasionally should be kept in boxes.

Brushes should be kept in some convenient place so that they can be used frequently. Three kinds are advisable: one of soft hair for fine fabrics and hats; another of coarse hair (sometimes a whisk broom is preferred for this type of cleaning) for brushing rough surfaces, and a shoe brush of some kind.

Proper care of clothing requires special but simple closet equipment

There should be a mending basket or box handy. This box should have scissors, thimble, needles, thread, darning thread, a few hooks, eyes, snaps, buttons, and other small articles needed for mending and repairing clothes. It is so much more pleasant to sew on a snap, hook, eye, or button that has just pulled off than to wait until the garment is to be worn again and then have to repair the damage.

Dress covers are ideal for protecting dresses and coats that are not often worn. These covers are made of some closely woven cotton material, of cellophane, or of smooth paper. These bags should be about three or four inches longer than the garment and a few inches wider than the coat hanger. Most bags are large enough to protect several garments at the same time.

To show that you understand

- 1 Make a list of equipment which you need to keep your clothes in good condition.
- 2 Do you have any equipment which you find especially helpful that is not mentioned in this book?

To show that you can use what you have learned

- 1 Collect pictures showing different arrangements for clothes closets.
- 2 Make a drawing showing the best possible arrangement for your own clothes closet.

Proper care of clothing requires equipment for cleaning, mending, and pressing



DAILY CARE OF YOUR CLOTHES

Daily care. When you get home from school in the afternoon, remove your coat and gloves and put them away properly; do not toss them onto the nearest chair or bed. This is a good time to give your coat its daily brushing with a stiff brush. Then hang your coat straight and smooth on a hanger, and if it is dry, put it in the closet. If it is wet, hang it where it will dry; brushing must be postponed until it is dry.

After you have worn a hat, it too should be brushed before you put it away. Use a soft brush on your hats and place them on a hat stand or put them into a box.

Your gloves should be pulled into shape and put in their place in the dresser; fabric gloves should be washed whenever they show soil.

If you are going to help in the kitchen or play with some of your friends, it is advisable to change your school dress for something better suited to the activity you are going to engage in. The dress which is to serve for school should be fresh, clean, without wrinkles, and free from spots. It is almost impossible to keep a dress clean while playing or washing dishes.

When you get ready for bed, you should see that the clothes you are to wear the next day are in good condition. You will need to brush your shoes and place shoe trees in them. Decide on the dress and accessories which you expect to wear the next day. If you have taken care of your clothes at your regular inspection time on Saturday (or some other day), you will not now find it necessary to sew on buttons and snaps or to press your clothes. However, if you are going to wear the same blouse or dress the following day and you find some minor repairs are necessary, by all means attend to them at once, for you may not find time in the morning.

Underwear and stockings. Underwear should be laundered at least two or three times a week. The lightweight knitted fabrics are the easiest to keep fresh, and you can care for them yourself without having to put them in the family washing.

For the best results, use a suds of lukewarm water and a mild soap; some fibers will not stand hot water or strong soap. Force the water through the garment by squeezing. If the garments are very soiled, they may need to be put through several suds. When they are clean, rinse them through three or more clear waters of the same temperature as the suds. Squeeze out the water, but avoid wringing. Drying may be hastened by rolling the wet garments in a bath towel for a few minutes. If you must use clothespins when the garments are hung up, be careful to place them along seams, where they will be least likely to injure the fiber. Especial care should be taken of acetate garments, because the fiber is weak when wet. If these garments are to be ironed, use a warm iron; a hot iron will ruin them. Clean undergarments should be folded neatly and kept in their regular place.

Your stockings or socks should be washed every day when you take them off. Be very careful to avoid snagging them or letting them get caught against rough surfaces. Follow the directions given above for washing knitted fabrics. When dry, match your hose, check for repair, roll, and put in a place where nothing rough or sharp can injure them. Keeping them in a divided box is a good way to keep them in order.

To show that you understand

- 1 List the things that you should do as soon as you arrive home from school to keep your clothes in good condition.
- 2 At bedtime what can you do to insure a neat appearance the next day?



Lever Brothers Company

If you are skillful, careful laundering can be done quickly

- 3 How often should your underwear be washed?
- 4 Give directions for washing knitted underwear.
- 5 How often should your anklets or stockings be washed?

To show that you can use what you have learned

- 1 Make a time schedule for the daily care of your clothes.
- 2 Use this schedule for two weeks. Check the things each day as you do them, recording any variations in the time you have allowed in your plan.
- 3 After two weeks' experience, revise your time schedule.
 - a Do you find that with practice you are able to care for your clothes in less time than you originally planned?
 - b Do you find that keeping your clothes in good condition is easier if it is made a daily habit?
 - c What are you most likely to neglect in caring for your clothes?

UNIT 3

WEEKLY CARE OF YOUR CLOTHES

Every girl should set aside some time during the week—usually Saturday is a good day—in which to look after her clothes. Once a week the wardrobe should be gone over rather thoroughly. At this time all spots and stains should be removed, dresses pressed, buttons and snaps sewed on, stockings darned, and all rips and tears mended. This is the time, too, to change hems, remove and clean collars, or look after other desired changes or repairs.

Removal of stains. There is nothing which gives one such an untidy appearance as spots on a skirt or a dress. In this case, as in many others, "an ounce of prevention is worth a pound of cure." The dresses and the skirts which you wear to school and for social occasions should not be worn in the kitchen unless they are well covered with an apron. You should also be careful when eating to keep from dropping soup, salad dressing, or particles of food on your clothing.

Before you can intelligently remove spots and stains, you must

know the nature of the stain and the fabric as well as what substance will dissolve, absorb, or decompose the stain.

Stains may be caused by any number of things. Some of the usual stains are grease, fruit juices, cream, ink, blood, ice cream, chewing gum, and paint. Before attempting the removal of a stain, try to find out what it is. After learning what caused the stain, the next step is to find out what substance will take the stain out of the fabric without injuring it or leaving an ugly spot or ring. A stain may be removed by dissolving, absorbing, or decomposing the substance that caused it. Water will dissolve many things; therefore it is used to remove many stains. Such stains as those caused by blood, fruit juices, and sweets may be removed with water. The dry-cleaning fluids dissolve grease. Grease stains may be absorbed by allowing some absorbent powder such as cornstarch, French chalk, or white talcum to stand on the stain, or by placing such stains between blotters and standing a warm iron on one blotter to liquefy the grease. The blotters must be clean, and they must be of a highly absorbent type.

Fresh writing ink may be absorbed by one of the dry powders, such as corn meal, salt, cornstarch, or talcum powder, or dissolved by glycerine which must be removed by rinsing with clear water and then washing with soap and water. However, an old ink stain, as well as an old fruit stain, may have to be removed by a bleach such as oxalic acid or one of the laundry bleaches.

In addition to the methods of dissolving, absorbing, and decomposing stains, physical action such as rubbing and scraping is sometimes necessary. In removing a paint stain, turpentine is used to dissolve the linseed oil in the paint, but the paint pigment must be removed by rubbing.

The removal of spots and stains from white cotton and linen fabrics is a comparatively simple matter, for they are not injured by the ordinary substances used to remove stains. Since there is no dye to be reckoned with, a strong bleach may be used if necessary. Colored materials and silk, wool, or rayon are more difficult to work on, since these fibers are weakened and their color removed by many of the substances used to take out stains. It is wise to test a small sample of the material with the cleaning agent that you are planning to use.



This girl is shaping her wool sweater to its original size while it is damp

If a sample is not available, you may try the agent on a seam or on the inside of the hem.

In case you have a spot on a fabric that might be injured by a stain remover, the garment should be sent to a reliable dry-cleaning company. These companies employ experts whose business it is to remove spots and stains. Even these experts cannot always remove an old spot or stain. It is well worth while, therefore, to avoid getting the stain in the first place. The care that avoiding stains entails is slight compared to the annoyance of having to wear a spotted garment or of having to discard it.

Pressing. Cotton and linen fabrics may be pressed on either the right or the wrong side. Press on the right side for a glossy finish; on the wrong side for a dull finish. Silk and rayon should be pressed on the wrong side when a pressing cloth is not used. A hot iron does not injure cotton and linen (unless hot enough to scorch the material) but it does injure silk and rayon; therefore a warm iron should be used on these fabrics. Press with the grain of the material.

When you press wool, you will obtain the best results by using both a wool and a cotton pressing cloth. The garment may be pressed on either the right or the wrong side, but it is usually better to press wool on the wrong side. A dry wool pressing cloth is placed next to the wrong side of the garment and a dampened cotton cloth

is placed over the wool cloth. Press with a hot iron by lifting it from one spot to another, not by pushing it as in ironing. Occasionally lift the pressing cloth to allow the steam to escape. Stop pressing while the material is slightly damp. Hang the garment carefully on the right kind of hanger to finish drying. The wool pressing cloth helps to spread the moisture; the fibers of the wool will stick together slightly, so that when the pressing cloth and garment are pulled apart no imprint of the iron will be left on the garment. The shiny places on wool fabrics should be brushed with a coarse brush before starting to press the garment.

When you press a dress, press the sleeves and collar before you slip the garment over the ironing board.

Washing wool garments. Wool skirts and sweaters may be dry cleaned, or they may be washed at home if the work is done very carefully.

As you have learned from the chapter on "Fabrics" (Chapter Twelve), wool fibers are composed of a series of overlapping scales. Hot water causes these scales to expand and become very pliable. If a wool garment is rubbed when the scales are thus expanded, the fibers will interlock and the garment will shrink, unless the wool has been given a special finish which keeps it from shrinking. For this reason it is necessary to wash wool garments in lukewarm water and to be careful not to rub them. The water should be forced through the fabric by squeezing or pressing. To test the temperature of the water, drop some of it over your wrist. If it feels neither warm nor cool, it is the right temperature. Make a lasting suds with mild soap flakes or detergent or dissolved soap. If the garment is very badly soiled, use two sudsy waters. Rinse through two or more clear waters of the same temperature as the suds. Without twisting, squeeze the water from the garment. Roll in a dry bath towel for a few minutes. Remove from the towel and either hang up or lay on a flat surface to dry. A wool skirt should be pressed when it is almost dry.

When you wash a wool sweater, measure the width and the length of the back, front, and sleeves before washing and stretch to these measurements when spreading to dry on a towel. If the garment is heavy, place a towel between the back and the front and stuff a dry



Darning a stocking

cloth into the sleeves. This will help also to keep the dye from running if there are two different colors in the sweater. When the sweater is dry, press it. Place a light-weight, dry pressing cloth over the sweater, sponge the cloth to add some moisture, and press. Remember that pressing is done by lifting the iron from one spot to another, not by pushing it.

Repairing stockings. Every girl should take the responsibility of caring for her own stockings. This can be done without a great expenditure of time if it is done regularly.

As has been said in connection with other care of stockings, they should be washed each day when they are taken off. Before putting away a clean pair of hose, inspect them to see if there is a worn spot, a dropped stitch, or a hole. Do not wear a stocking that needs mending. Reinforcing a worn spot will prevent a hole. If you do not have time to mend it when you find the defect, put the stocking aside until the time comes for your regular weekly inspection. A special kind of thread is used for darning; it comes as darning cotton or darning silk. Both can be purchased in a wide range of colors. It is different from sewing thread in that it is a soft, loosely twisted thread, made in several strands so that it can be separated to any size needed. The needle used is a regular darning needle (see pages 440-441).

A hole in a stocking may be darned by following these directions:

- 1 Trim the frayed edges of the hole to make the outline of the hole smooth.
- 2 Slip the darning ball under the wrong side of the hole and hold

the worn part of the stocking firmly over the ball, but do not stretch the hole.

3 Use not more than two threads or strands of darning cotton. A knot should not be used as it will make a small bump in the stocking. The darn should be started as far away from the hole as the stocking shows signs of wear. The finished darn should be diamond-shaped. A darn so shaped is stronger and more elastic than a square one. Mark the outline of the diamond with tailor's chalk when you are learning to make a darn.

4 Begin darning at the right-hand corner of the marked diamond. Take a few stitches parallel to the wales or ridges of the stocking. Continue with rows of small stitches the distance of the wales apart. Increase the length of each row until the center of the hole has been reached. Now decrease the length of the rows, making the two sides of the darn alike. As you darn back and forth, leave a small loop at the end of each row of stitches. This allows for shrinkage. In passing over the edge of the hole, alternate the stitches over and under on each row. This keeps the edge of the hole flat.

5 Turn the darning ball so that the lower point of the diamond is at your right hand. Begin at what is now the right-hand corner of the diamond. Work in a set of threads perpendicular to the first set. Weave them over and under the first set, placing them as closely together as the others. Leave about $\frac{1}{4}$ inch of thread at the end of the last stitch.

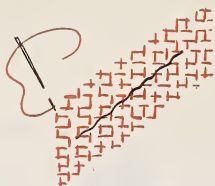
Mending rips and tears. When a seam rips it should be sewed on the sewing machine if the seam was originally sewed by machine. Tears are not usually so easily mended. A straight tear in a cotton dress is best sewed so that it forms a small seam on the wrong side. Either a three-cornered or a diagonal tear in a cotton dress is best mended with a patch. Tears in wool and silk are usually mended by darning.

When you darn, use a thread that matches the material in both color and weight and a needle as fine as will carry the thread. Much neater mending will be achieved if a raveling is taken from the material being mended and this used for the darning thread.

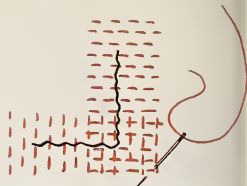
Since in a straight tear only one set of yarns has been torn, it is



Straight tear



Diagonal tear



Three-cornered tear

Three types of tears

necessary to darn in only one direction. Begin darning about $\frac{1}{4}$ inch beyond the end of the tear, using a thread without a knot. Form a series of rows of small, running stitches, placing them at right angles to the tear and parallel to the yarn of the material. In crossing the tear, alternate first under and then over the edge of the material. This will make the finished darn flat.

A three-cornered tear is formed by two straight tears meeting to form a right angle. Darn each part of the tear as if it were a single straight tear. In this way the corner is strengthened.

In a diagonal tear both yarns of the cloth have been torn and will have to be replaced. In this instance there will be two sets of darning threads—one parallel to the warp yarn and the other parallel to the filling yarns.

Patching. When you inspect your wardrobe, you may find holes in your dresses or in your slips which cannot be repaired except by replacing the worn parts with new material. This process of replacing worn material with a new piece of material is called patching.

There are several kinds of patches, named according to the stitch used to hold them in place. The one to be used will depend upon the kind of material, the type of garment, and the location of the hole. The hemmed patch is the one best suited to the mending of cotton dresses and slips. It is strong and, if carefully made, is fairly inconspicuous.

A hole in a garment may be repaired with a hemmed patch by following these directions:

- 1 Trim the hole with the grain of the material until it is regular in shape, either square or oblong.

- 2 Place a ruler diagonally across the hole from one corner to

another. Mark with a pin a point $\frac{1}{4}$ inch from each corner. Repeat with the other two corners of the hole. Cut to the marked point in each corner.

3 Turn material along each side of the hole to the wrong side. Crease firmly.

4 Place a piece of matching material on the table right side up. Place the hole over the material and match the pattern and threads of the patch to that of the garment. Have the right side of the garment toward you.

5 Pin the patch in place; then baste it, using small, even basting stitches as directed on page 466.

6 Holding the right side of the dress toward you, hem the dress to the patch with the hemming stitch as described on page 471. Keep the stitches small and evenly spaced.

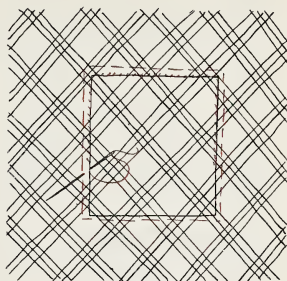
7 Turn to the wrong side of the dress. Trim the patch so that it measures $\frac{1}{2}$ inch beyond the line of hemming.

8 Turn under the edge of the patch $\frac{1}{8}$ inch and baste to dress.

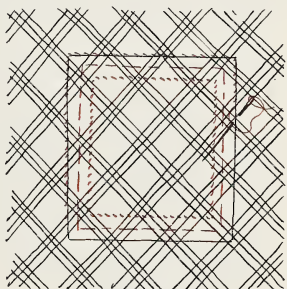
9 Hem the patch to the dress, being very careful to make the stitches shallow so that they will not show on the right side.

10 Remove the basting stitches and press.

Buttons, snaps, and hooks and eyes. Replacing missing fasteners, or strengthening loose ones is likely to be one of your most common tasks in caring for your clothes. Nothing contributes more to a sloppy appearance than safety pins where buttons or hooks and eyes should be. Any girl can assume the responsibility for this task by following the directions found on pages 494-499.



Right side



Wrong side

A hemmed patch on figured material

To show that you understand

- 1 In going over your clothes once a week, what should you look for?
- 2 Before trying to remove a stain, what do you need to know?
- 3 What kind of stains can be removed with water?
- 4 How can grease stains be removed?
- 5 What will remove a fresh ink stain? an old one?
- 6 Before trying to remove a stain from a garment, what is a good preliminary step to take?
- 7 When are cotton and linen fabrics pressed on the right side? on the wrong side?
- 8 Give directions for pressing a wool garment.
- 9 Explain how to wash a sweater.
- 10 What kind of thread is used in darning?
- 11 Why are the frayed threads of the hole trimmed before it is darned?
- 12 Why do you begin to darn without a knot?
- 13 What should be the shape of the finished darn?
- 14 Why is a small loop left at the end of each row of darning stitches?
- 15 What kind of thread is used to mend a tear?
- 16 Why do you begin to darn a tear $\frac{1}{4}$ inch beyond the end of the tear?
- 17 Define patching.
- 18 Why is a hemmed patch used on cotton dresses and slips?

Putting what you have learned into practice

- 1 Stain duplicate pieces of white cotton material with grease, blood, ink, ice cream, and fruit juice. Use methods outlined on page 429 to remove the stains. Mount the samples, showing the material before and after removing the stain. State how the stain was removed.
- 2 Wash a wool sweater or skirt, following the directions given on pages 431-432.
- 3 Press a wool garment, following the instructions given on pages 429-431.
- 4 Replace a missing button on a garment.

- 5 Replace a missing snap on a garment.
- 6 Replace a missing hook and eye on a garment.
- 7 Darn a hole in a stocking or anklet. Criticize your darn as follows:
 - a Does the darn reinforce the worn area?
 - b Does it fill the hole with a piece of woven material?
 - c Is it smooth and even?
 - d Is it regular in shape?
 - e Do the threads pass alternately over and under each other?
- 8 Patch a hole in a cotton garment or household article. Criticize your patch by answering the following:
 - a Does the pattern of the patch match the pattern of the garment?
 - b Do the threads of the patch match the threads of the garment?
 - c Are the sides of the patch straight?
 - d Are the hemming stitches evenly spaced and uniformly slanted? Are they small?
 - e Are the hemmed edges of the patch the same width on all four sides?
 - f Does the patch lie flat without puckering?

UNIT 4

SEASONAL CARE OF YOUR CLOTHES

In northern climates when summer changes to winter, the contents of your clothes closets change from light, cool cottons and linens to the darker, warmer woolen and silk garments. What should you do with these out-of-season garments to keep them in condition, so that they may take their places in your wardrobe again next season?

Storing cotton and linen garments from one season to the next is simply a matter of keeping out the dust and the light. All garments should be clean and free from starch and perspiration before they are put away, for starched clothes are more likely to mildew than those without starch. Garments may be stored in boxes, chests, garment bags, or in a closet that is not used for other things.

Wool garments must be stored with care, for the larva, or worm, of the clothes moth depends upon wool fibers for its food. The



Winter clothes should be put away for the summer, and wool ones moth-proofed

moth passes through four stages in its life—egg, worm, chrysalis, and “butterfly.” During the worm stage it damages clothing. The egg is laid in wool garments by the adult moth; so in storing garments, care must be taken to keep out the moth that lays the eggs. First, see that the garments are free from moth eggs and larvae; then enclose them in a moth-proof container. Either washing or dry cleaning will kill all the stages of the moth. Garments which are clean may be brushed well, beaten, and sunned. A moth-proof container is one which excludes the moth—several layers of paper, a well-sealed paper or plastic bag, or a chest. The fumes from naphthalene, gum camphor, and paradichlorobenzene are poisonous to moths.

To show that you understand

- 1 How should cotton and linen garments be prepared for storage?
- 2 Where would you store cotton and linen garments?
- 3 Explain the life cycle of the moth.
- 4 How can you protect your clothing from moths?



Singer Sewing Centers

CHAPTER FIFTEEN

Making your clothes

Why make your clothing? This question would probably never have been asked by your grandmothers when they were in school, because making their clothing was the only way they had of getting an attractive wardrobe. Today when there are so many attractive ready-made garments in the shops you may ask, "Why should I learn to sew?"

It is often difficult to find just the color, material, style, and size one needs in a particular garment. Selecting ready-made garments wisely requires a great deal of knowledge that can best be learned by making clothes for yourself. Such things as the kind of seams and seam finishing to be used for different kinds of material and garments, the fit of the garment, and the quality of materials used—all these you learn while making your own clothes. If you learn to sew well,

you will find that making your own clothing is a money-saving accomplishment. Moreover, there is a certain satisfaction in creating something attractive that you really want and need.

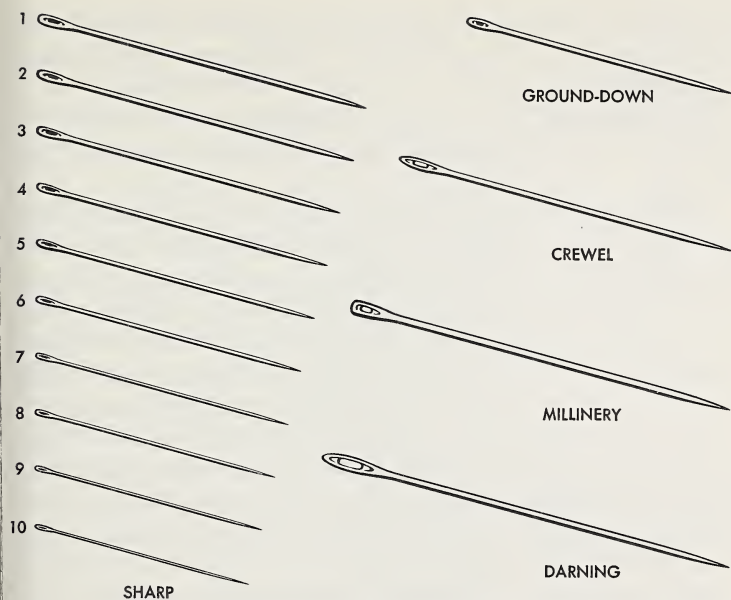
UNIT I

NECESSARY TOOLS FOR SEWING

A carpenter recognizes the value of good tools. He would not think of trying to build a house without a sharp saw, a solid hammer, an accurate ruler, a plane, and so on, for he knows that unless his tools are suited to the job and in good condition, he cannot hope to erect a well-made structure. A dull saw would slow up his work and leave rough, uneven edges. A wobbly, lightweight hammer would not drive the nails straight and firm. In other words, good tools are necessary for a good finished product.

Unfortunately people who sew do not always see that the same principles hold true in their work. Dull shears, coarse, rusty needles, an ill-fitting thimble, and a worn-out tape measure will not aid the sewer in turning out a finely made garment. Selecting your equipment is not a matter of picking up whatever stray tools are handy. On the contrary, it is a matter of deciding just what equipment you need for the type of garment you are making, the kind of material you are using, and the way in which it is to be made.

Needles. There are many different kinds of needles, each being suited to a different use. By choosing the right kind for the right purpose, your work is made easier. Needles are distinguished from each other by their length and the shape of the eye. Ordinary sewing needles are known as sharps and ground-downs. Sharps are medium in length and have a round eye. Ground-downs are very short and have an oval eye. Ground-downs are used for very fine sewing, and are recommended for people with very short fingers. The millinery needle is very long and has a round eye. This needle is used for all sewing done on hats and is often used where there is a great deal of basting of long seams. The darning needle is a long needle with a



Do you know when each of these kinds of needles should be used?

long eye. Crewel needles are shorter than darning needles, but have the same long eye. They are used in darning and in embroidery. A fine crewel needle may be used for sewing, but it is likely to become unthreaded often and thus is not entirely satisfactory for this purpose. Rug or tapestry needles have long eyes, blunt ends, and are thick in the middle.

Needles are numbered from 1 to 12 to indicate their coarseness or fineness. A number 1 needle is the coarsest needle manufactured; a number 12, the finest. In sewing, the size of the thread used is in direct relation to the weight of the yarns in the material; that is, the coarser the yarns, the heavier the sewing thread should be. We therefore select a needle which is suited in size to the thread. However, it is well to remember not to use a coarse needle on heavy, closely woven materials. A finer needle is easier to push through this type of material and does not make a large hole in the fabric. In working on thick,

soft, loosely woven fabrics, a heavier needle will give you better control over your work. A beginner who is working on ordinary cotton fabrics will find a number 7 or a number 8 needle satisfactory.

Needles are sold in two types of packages. In one type all the needles are of the same size; in the other, the needles are of assorted sizes.

Thread. Thread is purchased according to kind, color, and size. The kind refers to the fiber that is used in making the thread. We find cotton, mercerized-cotton, silk, nylon, and linen thread in our stores. Thread is made by laying the tiny fibers parallel with each other and then twisting them very tight and smooth. Cotton thread comes in sizes 8 to 200. As the numbers grow larger, the thread becomes finer. For general sewing and basting, white cotton thread number 60 or number 70 is satisfactory. Mercerized-cotton thread is best for use on colored cottons, linens, and synthetic fabrics with a dull finish, for it holds its color better than cotton thread and is smoother looking. Silk thread is used on silk and wool materials and on the shiny rayon fabrics. It comes lettered from OOO to E; the finest is OOO, the coarsest, E. The number on the spool is the manufacturer's means of designating color. To duplicate a spool of colored silk, merely state the manufacturer's name, the number on the spool, and the letter. Linen thread comes in ecru, white, and black, and is used for millinery and tailoring. Nylon thread is available for use on nylon fabrics.

In selecting thread for hand or machine sewing, keep in mind that as far as possible the thread should be of the same fiber as the material. In color it is best to select thread that is a trifle darker than the fabric, as it works up lighter. The size or weight of the thread should be determined by the weight of the fabric on which you are sewing.

Thimble. A thimble helps to guide the needle correctly, to make small stitches, and to push the needle through the material. Thimbles are made in a wide variety of materials such as gold, silver, aluminum, brass, plastic, and nicked steel. In selecting a thimble, remember it should be of a material that is firm and not easily punctured, for it is often given hard strain and the finger needs protection. The indentations on the thimble should be deep enough to hold the needle in

place, and the finish should be smooth, for a rough finish will catch on the thread and cause it to break.

Thimbles are numbered according to size; number 1 is the smallest and number 12 is the largest. The thimble is worn on the second finger of the hand with which you sew. It fits properly when it is snug enough to stay on but large enough to let the end of the finger touch the end of the thimble. It should come down over the finger almost to the first joint.

Try on several different sizes of thimbles. Find the size that is best for you.

Practice using a thimble in the following way: Put your thimble on the second finger. Take the needle between the thumb and the first finger. Bring the thimble against the end of the needle. Now push against the needle with your thimble, letting the needle slip between your finger and thumb. Practice until you can push steadily and can control the speed of the needle easily.

Now practice using a thimble and using material as follows: Hold a small piece of material with your left hand. Pick up the needle as before. Put the point of the needle into the cloth. Push with the thimble, bringing the point of the needle up through the cloth about $\frac{1}{4}$ inch from where you began. Now pull the needle out of the material. Practice without thread until you can control your needle and make the thimble do its share of the work. Then thread the needle and make some fine, even stitches in the material.

Scissors and shears. Scissors usually have blades not more than 6 or 7 inches in length. They usually have round handles and two slim blades, each with a sharp point. They are used for snipping into corners and cutting threads.

Shears have blades from 5 to 12 inches long, with one handle round so as to fit the thumb and the other oblong for the fingers. One



Learn to hold your thimble properly. If you use this tool correctly it will increase your efficiency in sewing



This girl is using her shears correctly

blade is slim and pointed, the other wider and rounded to be somewhat blunt at the end. Shears are made in many qualities. Since they usually last for a long period of time, it is wise to buy a pair made of good steel and marked with the manufacturer's name. A good pair of shears should have two cutting edges that are sharp throughout their length. The blades should pass each other smoothly and should work easily. To preserve their sharpness, avoid cutting materials other than cloth with them. Cutting paper, for ex-

ample, dulls shears. Give your shears the care that a fine tool deserves; keep them in a dry, clean place. They may seem sturdy enough to stand careless handling, but dropping will loosen them and may break the points. To secure a clean, straight edge when cutting, use long, even strokes.

Tape measure. A tape measure should be made of firm material which will not stretch. It is desirable to have metal tips on both ends to prevent raveling. Tape measures are usually 60 inches long, and are numbered on both sides. It is more convenient if these numbers begin at opposite ends. Usually each inch is divided into eighths. Look at your tape measure to see how many divisions there are in an inch. Note that the longest line comes at the $\frac{1}{2}$ -inch mark, the next longest at the $\frac{1}{4}$ -inch mark, and the shortest at the $\frac{1}{8}$ -inch mark. Since a tape measure is useful only as long as those marks can be easily seen, it pays to keep it clean. If your hands are always clean when you sew, and if you keep your tape measure off the floor, you will be helping to keep it clean. You must also take care not to cut the tape measure or to loosen the metal ends.

Pins and pincushion. Pins may be purchased by the paper or by

the pound. They should be about 1 inch long, fine, with sharp, straight points. Dressmaker pins are finer and sharper than banker's pins. In using pins it is convenient and economical to keep them in a pincushion. If you lay them on the table, they are easily brushed onto the floor; and if they are thrown carelessly into the workbasket, they will be harder to pick up quickly when needed. A pincushion is also more convenient for storing pins than a box. Boxes are too easily upset; but a pincushion will stand any amount of tumbling around without spilling the pins. Wool is the best filling for a pincushion, because it keeps pins from rusting, and pins run through it easily.

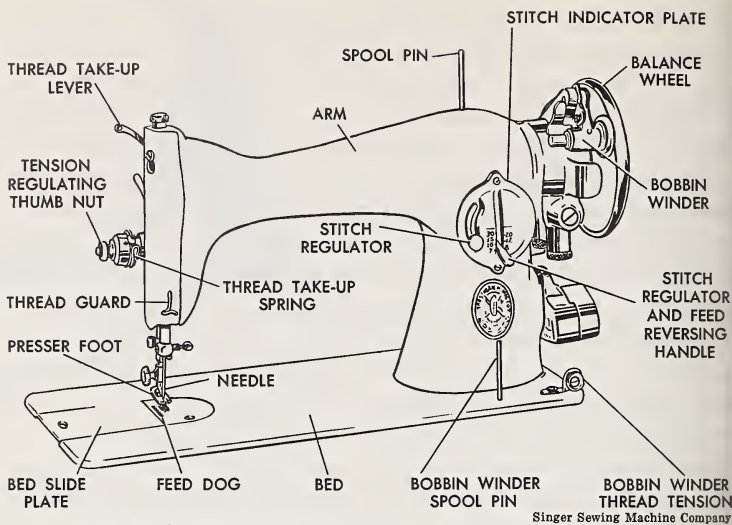
Sewing box or basket. You will find it convenient to have a box or basket in which to keep your sewing supplies. A small basket with a lid or a large candy box will serve your purpose nicely.

Iron and ironing board. In addition to needles, pins, thimbles, and so on, there is other equipment that is very helpful in sewing. A good iron is indispensable for pressing seams, folded edges, and the like to make your work easier and insure better results. In using the iron, keep it on its stand or heel rest when it is not in use, so that it will not scorch or burn the ironing-board cover. Be sure to disconnect an electric iron when you are through using it.

The ironing board should be tapered at one end, and should be so arranged that garments can be slipped over this end. It should be well-padded, and the cover should be easy to take off, so that it may be washed often.

In using the ironing board at school, remember that it will accommodate only one person at a time. If each girl uses it in turn, there will be less confusion. If the ironing board is of the collapsible type, you will avoid accidents by being careful not to lean on it or knock against it.

Sewing machine. The sewing machine is one of the most valuable sewing tools. Since it represents a considerable investment in money, and since it can be put out of order rather easily, it is well to spend some time in studying it. When you join a typewriting class, one of the first things you do is to learn the names of the various parts of the typewriter and for what each part is used. This same procedure is necessary in the case of the sewing machine. Some sewing machines



Principal parts of a lock-stitch sewing machine

are put in motion by using a foot treadle, others by a small electric motor, while still others are run by turning the balance wheel by hand. The hand-power machines are not so satisfactory, because only one hand is left to guide the material in the machine. Besides this difference, some machines use two threads when making the stitch, one thread on the upper part of the machine and the other on the lower part of the machine. These are the lock-stitch, or two-thread, machines. The other type uses a single thread and is a chain-stitch machine. As most schools are equipped with the machines using two threads, that type will be discussed here.

The head. The metal part of the machine above the table is called the *head*. The main parts of the head are the *upright* at the right-hand side; the *arm*, which extends across the top; the *face*, at the left-hand side; and the *bed*, the flat piece forming a base for the rest.

The balance wheel. The balance wheel is the small wheel which is attached to the upright. The balance wheel turns either forward or backward, depending upon the make of the sewing machine, and is usually started in the proper direction with your hand.

The presser foot. Now look at the lower part of the face of the machine. Do you see the presser foot? It is attached to a rod that extends down from the face. The presser foot holds the cloth firmly in place for stitching, and is raised and lowered by a lever at the back of the machine. Never lower the presser foot and run the machine without a piece of cloth or paper in position. To do so will dull the feed.

The feed. The feed, or feed dog, is a toothlike metal piece just under the presser foot which works up and down as the balance wheel turns around. It holds the material tight against the presser foot, and as it moves up and back it pulls the material along so it may be stitched in a straight line. If it were not for this part of the machine, the stitching would all be done in one spot.

Spool pin and thread guides. On top of the upright you will find a spool pin. As you may have assumed, the spool of thread is placed here. If you examine your machine, you will probably find some grooves and wires along the face of the machine. These are thread guides, so named because they lead the thread from one part to another, and keep it from getting tangled.

The bobbin. When you look at a line of machine sewing and find a thread running continuously on both sides of the material, you naturally conclude that there are two threads used in that machine. One thread is on the upper part, or the head; the second thread goes in the lower part of the machine. This second thread, instead of being left on a spool, is wound on a small metal spool called a bobbin, which, in turn, fits into a shuttle. To fill this bobbin easily and quickly, there is a bobbin winder located on the upright of the machine. In using it, attach the thread to the bobbin, place the bobbin on the holder provided for it, put the thread in the thread guides, and bring the winder in contact with the belt. Pull out the lever, or loosen the screw on the balance wheel to disconnect the needle, so that it will not move when the machine is operated. Start the machine in the usual way. The bobbin will be filled automatically and the thread distributed smoothly on it.

When your bobbin is full, remove it from the winder. Push the winder back in place and replace the lever, or tighten the screw on

the balance wheel. Now you are ready to place the bobbin in the shuttle.

The shuttle. Sometimes the shuttle may be taken out of the machine, the bobbin placed in it while it is held in the hand, and then the shuttle placed on the shuttle carrier. Other kinds of machines have the shuttle built in the machine, and then the bobbin is placed in this stationary shuttle.

Threading the machine. Now that you have learned some of the parts of the machine, you should learn to thread it. If the instruction book which comes with your machine gives special directions for threading, follow those directions just as given; if not, the general directions are first to place the spool of thread on the spool pin and, as you unwind the thread from the spool, place it on the guides until it leads to the tension. Slip the thread through the tension, then into the take-up arm, and then down through the needle's eye. Place the bobbin in the shuttle, and pull the thread through the bobbin tension. If the shuttle is not stationary, place the shuttle in the carrier, and bring the thread to the top of the table. To draw the lower thread up to the table, make one full turn of the balance wheel with your hand, bringing the needle to its highest position. Now gently pull the end of the top thread until it brings the lower thread above the table.

Then put the two threads back under the presser foot, so that they will not be caught in your sewing.

Stitching on material. Before you stitch on material you must know how to remove your material after you have stitched it, and how to finish the ends of your stitching.

Place your material between the feed and the presser foot with the seam to be stitched in line with the needle. Lower the presser foot, and you are ready to stitch. The bulk of the material to be sewed should be to the left of the needle.

In removing your work from the machine, there are several things to observe. Stop your machine with the needle out of the cloth and at its highest point. Now lift the presser foot. Using the left hand, push the material away from you, being careful to keep the top thread between the toes of the presser foot. Now cut both threads. In this way you will avoid bending the needle.

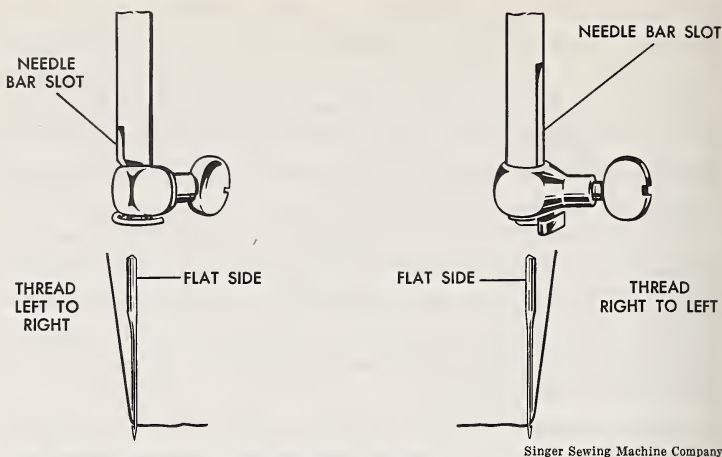
Machine stitching is fastened in various ways to keep it from raveling. One way is to tie the ends of the threads. To do this, both threads must be on the same side of the material. Take hold of the end of thread which is on the wrong side of your cloth. Pull it gently. A loop will appear. Insert a pin in this loop, and pull the end of the other thread to the same side of the fabric. Now tie these threads together several times, and cut off the ends.

Stitching may also be made secure by retracing. Begin about half an inch from the end of the seam, stitch to the end, turn the material, and stitch the length of the seam, going over the first half inch of stitching. When you get to the other end of the seam, stop, turn your material, and run back over the line of stitching for half an inch. Cut off the ends of the threads.

Stitch regulator. The stitch regulator, used to shorten or lengthen the stitch, is located on the upright. It may be a lever or a screw. On many machines there is a plate with numbers on it to indicate the size of the stitch. Of course the stitch used throughout a garment should be the same size. Try out the size of the stitch on the material you are going to use. The size of the stitch should be suited not only to the material but also to the type of garment and to the size of the thread. For example, you would not use the same stitch on overalls as on a child's dress of fine batiste. About 15 stitches to the inch is satisfactory for ordinary sewing.

The needle. The needle on the sewing machine is held in place on the needle bar by a small screw clamp. Go to your machine and raise the needle to its highest point by turning the balance wheel with your hand, then loosen the clamp and remove the needle. Examine it. Notice that the eye is in the opposite end from that of the sewing needle. Notice also that the needle has one flat side. In putting the needle in the machine, always have this flat side toward the needle bar. Put the needle up in the groove of the needle bar as far as it will go. Now tighten the screw clamp. If the needle is incorrectly placed, the thread will knot or break and the needle may also break.

The tension. The tension regulates the tightness and looseness of the thread as it forms the stitch. Since a great variety of materials are used, some thick and some fine, it is necessary to adjust machines to



Here are two types of sewing-machine needles

the various fabrics. For instance, the tension used for a fine, transparent material would be so tight for a thick, heavy fabric that it would pucker the material. If there are two threads on the machine, they must both be regulated. The upper tension is located on the face of the machine and is adjusted by a screw that you see on the front of it. As the screw is turned to the right, the tension is tightened, and the thread will be released more slowly; to the left, the tension is loosened and the thread will be released faster.

Bobbin tension. Just as the thread on the head of the machine has a tiny spring arrangement to regulate the speed with which the thread is drawn from the spool, so the bobbin has a tiny spring tension, which is attached to the shuttle. This is often called the lower tension.

To make a good stitch, the upper and lower threads should be about the same tightness. So that you may know whether the tension is correctly adjusted for your material, it is best to stitch on a sample of your cloth before you start on the actual garment. A perfect stitch should look the same on both sides of the fabric.

Take-up arm. This is the tiny arm extending out from the face which moves up and down as the machine is set in motion. It pulls the thread through the tension.

Care of the sewing machine. To keep your machine running smoothly and quietly, it is necessary to keep it clean and oiled. Sewing machines should be kept closed when not in use, so that dust and dirt may be kept out. A chart showing where oil should be used comes with the machine. A good grade of oil should be used, preferably a type made for sewing machines.

Good working habits. In learning to sew, fatigue is avoided and better results obtained if you do not allow yourself to get into bad habits of working.

Try to take a good sitting position when sewing. This means an erect position, with feet on the floor in front of you. Sit close enough to the table so that your work will rest on the table and not in your lap. Keep your table clear of books and unnecessary articles, so that you will have space enough in which to spread out your work. Avoid scratching or marking tables and chairs. Those in the schoolroom belong to the entire community and they must serve not only you but many others. It is unfair to ask other pupils to use equipment that has been made unsightly and less useful because of one person's carelessness or thoughtlessness. When you leave the sewing room, leave it in good order. This means that table tops should be clean, chairs should be pushed under the tables, large scraps, pins, and needles should be picked from the floor, and all tools should be in their proper places. Each person must assume a share of the responsibility for leaving the room clean and in order, since each has shared in using the room and the equipment.

To show that you understand

- 1 Name the different kinds of needles and tell what each kind is used for.
- 2 How can you determine what size needle to use?
- 3 What is the number of the finest sewing needle? the coarsest?
- 4 What different kinds of thread can we buy?
- 5 How is the size of cotton thread indicated?
- 6 How can you determine what kind and size of thread to use?
- 7 Describe a well-fitting thimble.

- 8 Why do you need both scissors and shears?
- 9 How can you keep your scissors and shears in good condition?
- 10 Why should you use dressmaker's pins in sewing rather than just any kind of pins?
- 11 What different types of sewing machines can you buy?
- 12 Does the balance wheel on your machine at school turn forward or backward?
- 13 What is the purpose of the presser foot?
- 14 Why is the feed an essential part of the sewing machine?
- 15 When you are stitching on the sewing machine, where should the bulk of the material be?
- 16 What are different ways of fastening machine stitching?
- 17 What is the purpose of the stitch regulator?
- 18 What determines the size of the machine stitching to be used on a garment?
- 19 Explain how to put a needle into a sewing machine.
- 20 What is the purpose of the tension on the sewing machine?
- 21 Why does the sewing machine have two tensions?
- 22 What care should be given your sewing machine?
- 23 What are your housekeeping responsibilities in the sewing laboratory?

Putting what you have learned into practice

- 1 **a** Make a collection of different kinds of needles and mount them for the bulletin board.
b Below each needle tell its use.
- 2 **a** Mount samples of two sizes of cotton thread, one of mercerized cotton thread, and two of silk thread. Label each.
b Below each sample of thread, list the kinds of materials with which it might be used and the kind and size of needle.
- 3 **a** Cut a piece of material with a good pair of shears. Use a long, even stroke. Cut another piece, using a short, choppy stroke. Mount these two pieces and label each.
b Which method should you use in cutting out a dress?
c Cut a circle of material, using the points and just nipping along.

Cut another circle with the middle of the cutting edge. Mount the two pieces and write a comparison of the two methods.

4 On a piece of paper, draw 1 inch exactly as it appears on your tape measure. Indicate the following measures on your illustration: $\frac{7}{8}$ inch; $\frac{1}{8}$ inch; $\frac{1}{2}$ inch; $\frac{3}{4}$ inch; $\frac{3}{8}$ inch.

5 Examine your school sewing machine.

a What kind of power puts it into motion?

b Is it like the one you have at home?

c Ask your teacher whether it uses one or two threads.

6 a If the sewing machine is run by using a foot treadle, some practice is necessary to make it run smoothly. In order to learn to use the treadle, it is not necessary to run the whole machine; you may disconnect the power by slipping the belt off the balance wheel.

b Place your left foot on the upper left-hand corner of the treadle. Place your right foot on the lower right-hand corner.

c Now practice moving the treadle in an easy up-and-down rocking motion. Keep the motion even and steady.

d Now slip the belt on the balance wheel; start the machine in motion by starting the balance wheel with your hand and then keep it in motion with the treadle.

e If it is a power machine, find the device that will put the machine in motion. Practice starting and stopping the machine until you have control of it.

f If it is a hand-power machine, practice using it until you can run it smoothly.

7 a Place a piece of stiff cloth or ruled paper in position and lower the presser foot. Now start the balance wheel with your right hand. Practice stitching on the lines until you can follow them reasonably well.

b By following either the general directions given in this book or the specific directions for the make of machine you are using, thread the machine, testing each step carefully.

c Prepare a piece of material and practice stitching in the following way: Double the material. Using colored thread, baste four lines the length of the material. (For basting see pages 465-468.) Stitch, following these lines as accurately as you can.

d Finish the stitching of the first two lines by tying the threads. Finish the last two by retracing.

e Prepare a piece of material with three lines of basting. Stitch on line number one, using a long stitch; on line number two, using a medium stitch; and on line number three, using a short stitch. Tie the ends of your threads.

UNIT 2

MAKING YOUR OWN CLOTHES

Many girls find pleasure and satisfaction in making their clothes. On the other hand, some girls seem to be interested only in starting a dress and then soon become discouraged and decide that they do not like to sew. Making clothes seems tedious and slow to them, and if they do finish a garment it is likely to be clumsy looking and badly made. Discouragement is often due to the fact that a difficult pattern has been selected and the directions not carefully followed. The best choice for the first garment to be made is one that can be made in a reasonably short time, that does not involve too much fitting, and that will give experience in handling materials and equipment and practice in making some of the fundamental stitches and seams. Learning to sew should be approached in the same manner as learning to read or to work problems in mathematics. The books from which you first learned to read had only short sentences and words of one syllable. Now you can read difficult material with understanding.

You should learn to sew in the same way. For your first work choose simple garments that will give you experience and teach you some of the processes which you will want to use later in making more complicated clothing. Do not be discouraged if you make some mistakes or if you fail to achieve perfection. Remember you are learning.

Selecting the pattern. In some pattern books the simpler patterns are marked "Easy to Make" or "Beginners' Patterns." These are designed especially for the inexperienced person. Your teacher can help you in selecting a pattern that is suited to your ability.

Of course, you cannot consider simplicity alone in making your selection. You must keep in mind also the principles of good design, becomingness, and suitability to your needs.

In buying a pattern there are three things you must know—the make of the pattern, the number of the pattern, and the size that will fit you best. The pattern book from which the pattern is selected will give you the make and the number of the pattern. The number of the pattern indicates its design. Sizes of patterns are indicated by age or by bust measure if they are for a dress or pajamas, by waist measure if they are for a skirt. Since many girls are either larger or smaller than the average for their age, you should take measurements to check your size. A pattern of the right size will save you a great deal of work in fitting a garment.

To determine accurately the size of pattern to buy, you must first be measured. The bust measure should be taken around the fullest part of the bust. The hip measure is usually taken 7 inches below the waistline. In taking measurements stand behind the person you are measuring. These measurements should be checked with the standard measurements and with those given for the pattern you purchase.

If your measure is not the exact size in which patterns are made, buy either the next size larger or the one having the greatest number of measurements like yours.

Selecting the material. In selecting material, keep in mind the principles that govern suitability and becomingness (Chapter Thirteen). In addition, select a material that will stand the kind of wear you expect to give it, that will not require too much care, and that is of good quality as you can afford. In buying, try to determine whether the material is color fast. Look for labels that will indicate this. Ask the clerk what the store guarantees on this point. Has the material been pre-shrunk? Is it crease-resistant? Is the finish on the fabric temporary or permanent? Are you getting what you are paying for? Are you buying with the idea of getting full value for your money, or are you making your selection only because the fabric appeals to your eye?

A firm cotton material will be easier to handle for your first garment than a slippery piece of silk or rayon that ravel. A plain material or a small all-over design is an easier first problem, for it is often

difficult to match a larger, distinct design in case piecing is necessary. Tailor tacks and other marks show more clearly on plain material than on a figured background. Avoid all designs that have an up and down or a large plaid.

Before making up cotton or some rayon and linen fabrics, it is wise to shrink them unless they are labeled "Sanforized." As materials shrink in varying amounts and may shrink lengthwise, crosswise, or both ways, it is impossible to allow for shrinkage with any accuracy. In shrinking a cotton or a linen fabric, leave the material in its original folds. Soak the material in lukewarm water until it is thoroughly wet. Press out the water, but do not wring. Hang up, leaving it in the original folds to dry. Press when slightly damp or entirely dry, depending on which method will make the cloth look better. In pressing, keep the material as straight as possible by pressing in the direction of the warp threads. Remember to press on the wrong side for a dull finish and on the right side for a shiny finish.

Determining the amount of material needed. After you have purchased your pattern, study the chart on the envelope to find out how much material you need. Usually the pattern shows two or three ways in which a garment may be made. There may be variations in the length or type of sleeve, in neck finishes, and in other details. These choices are usually labeled "View A," "View B," "View C." You must first decide which of these views you are going to use.

You must also know how wide your material is. Materials vary in width from 27 to 54 inches. A narrow material takes more yards to make a garment than a wide material does. Then, too, notice whether the material you are about to buy has an up and down; more is required for such a material than for a plain weave or pattern.

Study the chart on page 457 to find out how much material is needed for various views when different widths of material are used.

Understanding the marks on the pattern. When you use a pattern at school, it is a good plan to write your name on each piece of the pattern, on the envelope, and on the instruction sheet which comes with the pattern. This will prevent your pattern from becoming confused with those of your classmates, and it will insure its safe return in case you lose a piece of it.

Width of Material	Number of Yards Required				
	Size 12	Size 14	Size 16	Size 18	Size 20
View A					
35-inch fabric (no up and down)	$4\frac{1}{8}$	$4\frac{1}{4}$	$4\frac{3}{8}$	$4\frac{5}{8}$	$4\frac{5}{8}$
39-inch fabric (no up and down)	$3\frac{3}{4}$	$3\frac{7}{8}$	4	$4\frac{1}{8}$	$4\frac{3}{8}$
54-inch fabric (no up and down)	$2\frac{5}{8}$	$2\frac{3}{4}$	$2\frac{7}{8}$	$2\frac{7}{8}$	$3\frac{1}{8}$
View B					
35-inch fabric (no up and down)	$3\frac{5}{8}$	$3\frac{5}{8}$	$3\frac{3}{4}$	4	4
39-inch fabric (no up and down)	$3\frac{1}{4}$	$3\frac{3}{8}$	$3\frac{1}{2}$	$3\frac{1}{2}$	$3\frac{3}{4}$

After you have written your name on the pattern, study your instruction sheet and learn the name of each piece of the pattern. From the directions given with the pattern, find out what the various marks on that pattern mean. These symbols are not the same on all makes of patterns; thus it is necessary for each girl to study her own pattern's symbols. These symbols are helpful in laying the pattern on the material for cutting, and in putting the pattern together correctly. Generally, small round perforations are used to indicate pleats, tucks, darts, lines of trimming, and similar details. On some patterns the directions are printed directly on the pieces of the pattern; on others, symbols are used and you must refer to the instruction sheet for their meaning. On each piece there is some symbol indicating that the piece must be placed either on a fold or on a straight thread for cutting.

In addition, there are notches along the edges of the pattern to assist in putting the pieces together. These appear singly and in groups. For example, a single notch on a seam of a skirt indicates that it is to be matched to a single notch on another piece of the skirt. A double notch on an armhole is to be matched to the double notch on the sleeve. Study your instruction sheet and the various pieces of your pattern, and explain what the various marks mean. Determine how the various pieces of the pattern go together.

Testing the size and the proportions of the pattern. One way of finding out whether the pattern fits you and whether its proportions are correct for you is to pin the pieces of the pattern together and try it on. This method also helps you to visualize how the garment will be put together after you have cut it out.



Fitting a pattern

In getting the pattern ready for fitting, start by pinning all darts, pleats, and tucks in each piece. Then pin the various pieces together, matching the notches. Be sure to pin the pieces together on the seam line—that is, find out how much material is allowed for seams on your pattern and pin the pieces together that distance from the edge of the pattern. When you have all the pieces pinned in place, remove your dress and try the pattern on.

Ask your teacher to help you in checking the fit and proportions of the pattern. Be sure the center front and center back are placed at the center front and center back of your figure. Notice the general proportions of the garment. Does the waistline come at your normal waistline? Is the pattern long enough to allow for a hem? Does the pattern fit easily across the back, through the bust, and over the hips? Is

the shoulder the correct length? Are the sleeves the right length? Are they sufficiently roomy? If you are making pajamas, shorts, slacks, or panties, notice the length of the crotch as well as the fit at the waist and at the hip lines.

Altering the pattern. If you find that your pattern is too large in width, make a lengthwise tuck in it. Note that a tuck $\frac{1}{4}$ inch wide taken in one half of the pattern will make that piece 1 inch smaller when it is cut in the material. For example, if you are making a two-piece blouse, your pattern consists of two pieces. One piece represents

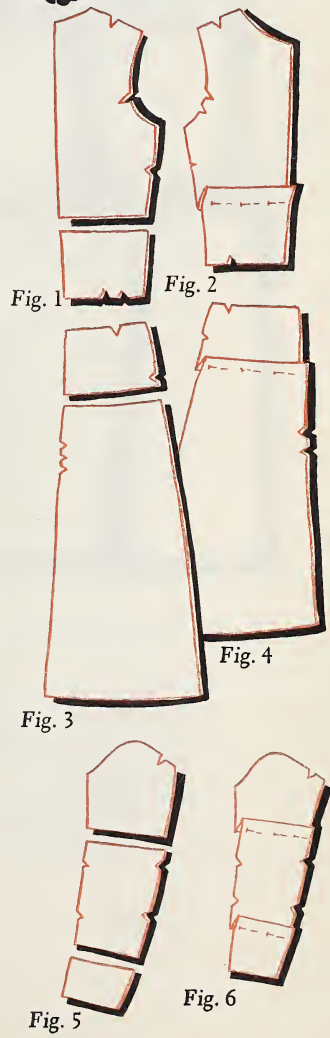
one half of the front of the blouse and the other piece represents one half of the back. Suppose that the width of the back of the blouse is correct for your figure but that it is 1 inch wider in front than is desired. It will be necessary to place a lengthwise tuck between the neck and the armhole in the piece which represents the front of the pattern. This tuck should be $\frac{1}{4}$ inch wide. Thus you will be taking up $\frac{1}{2}$ inch on that piece of the pattern. Since only half of the front of the pattern is given, the entire front will be 1 inch narrower when cut in the material. This tuck should be measured carefully and pinned in place, so that the garment will be cut accurately.

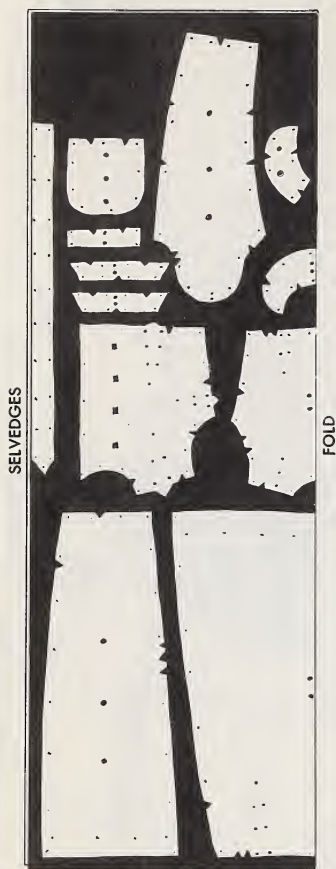
If the pattern is too long, place a tuck below the armhole horizontally to take up the unnecessary length; for tucks to shorten skirts or sleeves see Figs. 4 and 6. In increasing the size of the pattern, several methods may be used. The pieces of the pattern may be cut and spread apart any necessary amount (see Figs. 1, 3, 5 on this page). Or the pattern may be placed on the material and be partly cut out, then slipped over to the desired width, and the remaining part of the pattern cut out.

If your pattern has required a great number of alterations, it may be advisable to cut the garment from practice material, such as unbleached muslin, to test the accuracy of your changes before cutting your good material.

Take your pattern apart. Remove all pins from the pleats, darts, and tucks. Make any necessary alterations in the pattern. Now you are ready to lay your pattern on the material for cutting.

A pattern may be shortened by tucking or lengthened by cutting and spreading





A pattern placed for cutting

Laying the pattern on the material. Read the directions on your pattern to acquaint yourself with the marks on each piece that indicate how it is to be placed on the material. There are just two marks with which you need to be familiar. One indicates that you lay the piece on a lengthwise fold, and the other that you lay the piece on a lengthwise thread.

Next study the diagram on your instruction sheet which shows your pattern placed on the same width of material that you are using. Familiarize yourself with the plan for placing the pieces of your pattern on your material.

Lay out your material so that it is smooth and straight. In placing your pattern on it, place the large pieces first and fit the smaller ones in last. Be sure that every piece has been planned for before you begin to cut. Lay each piece as its mark indicates. The row of perforations, or the line, which must be placed on the lengthwise thread must also be placed parallel to the selvedge. Measure from the selvedge to each set of perforations in the row, or to the ends and the center of the line, to be sure the distance from the selvedge is the same all the way. Pieces that are to be placed on the fold should be placed with the edge so marked exactly on the fold.

If you are making a fold in the material, be sure to measure from the fold to the selvedge in several places; in this way you are sure to make the fold straight with the threads of the material.

When the teacher has checked your plan for laying on the pieces of the pattern, you are ready to pin them into place. First, pin the

edge that is on the fold or the perforations that lie on the lengthwise threads to place. Smooth the pattern away from these points and pin into place often enough to hold it firmly in place. Put the pins at right angles to the edge and about $\frac{1}{2}$ inch from the edge of the pattern, so that they will not be in the way when you cut. In pinning, never pick up your material or put your hand under it. Put the pin in the pattern and through the material to the table, then bring it back up through the material and the pattern. When the entire pattern is pinned in place, the teacher will check your work.

Cutting and marking the material. Cut the material along the edge of each piece of the pattern. As you come to the notches, cut them out into the material rather than into the seam allowance. If notches are cut in this way, they do not interfere with letting out seams. Avoid picking up your material with your left hand when cutting. This tends to throw your pattern out of position and to make your garment inaccurate in size. A better plan is to place your hand, palm down, on the piece you are cutting, resting it there lightly but firmly. Thus the pattern and the material are held firmly and will not slip as you cut. Cut with long, even strokes.

Before the pattern is removed from the material, study each piece carefully and determine what marks need to be made on the material. These marks can be made with tailor's chalk, tailor's tacks (pages 464-465), dressmaker's carbon and a tracing wheel, or with a chalk board and a tracing wheel. Marks made with tailor's chalk will last only a short time because the chalk brushes off easily. It is desirable to leave the pattern pinned on each piece of material until you are ready to use it.

After all necessary marks have been made, study your instruction sheet and put your garment together according to the directions it gives. Your teacher will help you to interpret these directions. A knowledge of fundamental stitches and seams and certain construction processes will help you. When your instruction sheet tells you to use a hemming stitch, French seam, or some other process unfamiliar to you, turn to the description of that process in the following pages of your book. Read the directions, trying to visualize just how each step is carried out. If the directions do not seem clear to you, take some

small pieces of your material and practice on them before you work on your garment. In this way you will get some experience and save making mistakes.

To show that you understand

- 1 In selecting a pattern for a garment that you are going to make, what should you keep in mind?
- 2 After you have selected a pattern, what do you need to know to buy it?
- 3 How do you determine what size pattern to buy?
- 4 In selecting the material for your garment, what should you keep in mind?
- 5 What questions will you ask the sales person about the material?
- 6 Should you shrink your material before making it up?
- 7 How will you determine how much material to buy?

Putting what you have learned into practice

- 1 a Have a member of your class take your bust, waist, and hip measure. Record these measurements.
b Compare these measurements with those given in the chart in the front of the pattern book.
c If your measurements do not correspond exactly to those of the pattern, decide which set of measurements are most like yours and buy that size pattern.
- 2 Read the chart on the envelope of your pattern and answer the following questions:
 - a What is meant by the term "with nap"?
 - b What is meant by "View A" or "View 1"?
 - c If your material is 36" wide, how much would you buy for size 16, View A, of your pattern?
- 3 Study the direction sheet that comes with your pattern and the pieces of the pattern, and answer the following questions:
 - a What marks indicate the straight lengthwise thread?
 - b What marks indicate which edge of the pattern should be placed on a fold?

- c What marks help you to put the pieces together?
 - d What marks indicate darts, tucks, or pleats?
 - e What marks indicate pockets or trimming details?
 - f Do you know where the seam line is on each piece?
 - g Are there any marks on your pattern that you do not understand?
- 4 a Pin the pieces of the pattern together, matching the notches and pinning on the seam line of the pattern.
- b Are you able to get the pattern pinned together correctly?
 - c Have your teacher check your pattern.
- 5 Test the size and proportions of your pattern by trying on the pattern.
- a Is the shoulder seam the right length?
 - b Is there width enough across the back of the blouse through the shoulders?
 - c Is there some ease across the bust line and at the hip line?
 - d Is the waist the right length?
 - e Is the skirt long enough to allow for straightening and a hem?
 - f Test the length and width of the sleeves.
- 6 Alter your pattern if necessary, following the directions on pages 458-459.
- 7 a Using the diagram on the direction sheet of your pattern, lay the pattern on the material after taking it apart. Have the teacher check your lay-out.
- b Pin the pattern into place, keeping the material flat on the table. Have the teacher check again.
 - c Cut the material along the edge of the pattern, using the directions on page 460.
- 8 a Mark all center front and center back lines with uneven basting.
- b Mark darts, tucks, pleats, trimming details with tailor's tacks. (Directions for making tailor's tacks are given on pages 464-465.)

DETAILS TO HELP YOU SEW

Making a gauge**1 DEFINITION AND USE OF GAUGE**

A gauge is a piece of cardboard cut with a notch or notches to be used in measuring the width of hems, seams, or tucks (Fig. 1, A and B, p. 465).

2 MAKING A GAUGE

a Choose a flexible light-weight cardboard.

b Cut a strip from the cardboard, keeping the edges straight. The width and length of the strip will depend upon its use. If you are using the gauge to measure a narrow hem, it will be more convenient if it is fairly small.

c Measure the desired distance from one end of the cut strip and cut a notch, making the first side of the notch parallel to the bottom line of the gauge (Fig. 1, A and B, p. 465).

3 USING A GAUGE

a In placing the gauge on the material, be sure to keep the *end* of the gauge at right angles to the line from which you are measuring (Fig. 2, p. 465).

b Using tailor's tacks or pins, mark the desired width along the straight edge of the notch on the gauge (Fig. 2, p. 465).

c If you are able to judge widths fairly accurately, you might use a gauge to check occasionally when basting a seam rather than marking the line with pins or tailor's chalk.

Tailor's tacks**1 DEFINITION AND USES OF TAILOR'S TACKS**

Tailor's tacks consist of tufts of thread used to indicate markings or perforations given in patterns.

2 MAKING TAILOR'S TACKS

a Tailor's tacks are made before removing the pattern from the material. Use thread of a contrasting color to that of the background of fabric.

b Use a long double thread without a knot.

c Take a small stitch through the perforation or marking in the pattern and through both thicknesses of the material. Leave an end of thread 2 or 3 inches in length (Fig. 1, p. 466).

d Take a second stitch on top of the first one; leave a generous loop when pulling the thread through.

e Cut off the thread, leaving an end 2 or 3 inches long. If the perforations are close together, the thread need not be cut between loops until just before the pattern is removed (Fig. 2, p. 466).

f Carefully pull the two pieces of fabric as far apart as the loops will allow them to go.

g Cut the thread halfway between the two pieces of material. To prevent snipping the material, use the point of the scissors in clipping these threads. You should now have tufts of thread on each piece of material in the same positions as the perforations were in your pattern. These are your tailor's tacks (Fig. 3, p. 466).

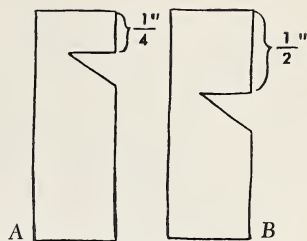


Fig. 1

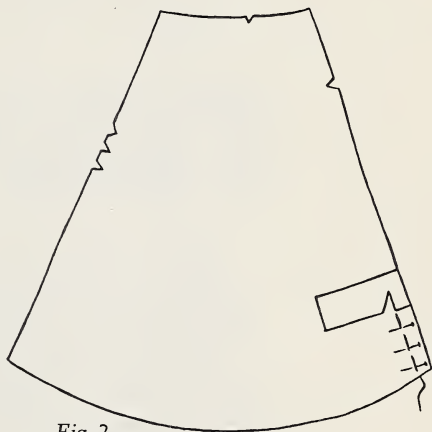


Fig. 2

MAKING AND USING GAUGES

Fig. 1. Details of making gauges

A. $\frac{1}{4}$ " gauge B. $\frac{1}{2}$ " gauge

Fig. 2. Using a gauge to mark a seam line

Two commonly used basting stitches

1 APPEARANCE

The *even basting* stitches are made with equal spaces and stitches, usually $\frac{1}{4}$ inch long (Fig. 2, p. 467).

The *uneven basting* stitches are made up of long stitches and short spaces on the upper side of the cloth. The stitches are usually about $\frac{1}{2}$ inch long and the spaces $\frac{1}{8}$ inch long.

2 USES

Basting stitches are used to hold two pieces of material together temporarily, or as a guide for stitching, or for marking.

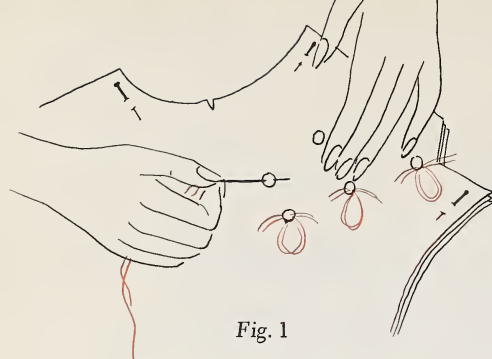


Fig. 1



Fig. 2

Fig. 3

MAKING TAILOR'S TACKS

Fig. 1. Stitches for tailor's tacks

Fig. 2. Clipping tailor's tacks

Fig. 3. Finished tailor's tacks

The *even basting* stitch is generally used when a firm basting is needed, such as basting the seams of a garment for fitting. It may also be used for marking.

The *uneven basting* stitch is used when there is little or no strain on the stitches, as a guide for machine stitching, and for marking.

3 MAKING THE EVEN BASTING

a Lay the two pieces of material on the table, one on top of the other, with the edges together and notches matching. The ends should come out even if the garment is cut accurately.

b Pin together, placing the pins at right angles to the edge and with the head of the pin extending beyond the edge of the fabric (Fig. 1, p. 467).

c Thread your needle and put a knot in one end of the thread.

d Hold the material between the thumb and the first finger of your left hand.

e Sew from right to left.

f Sew on the seam line. Remove pins as you sew (Fig. 2, p. 467).

g Make the stitches and spaces the same size, about $\frac{1}{4}$ inch long. Take several stitches on the needle before pulling it through the cloth (Fig. 2, p. 467).

h Fasten the end of the thread by taking two or three stitches parallel to each other, and to one side of the line of basting.

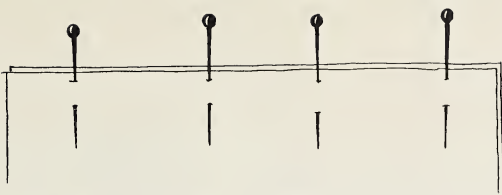


Fig. 1

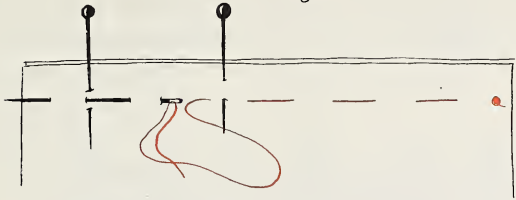


Fig. 2

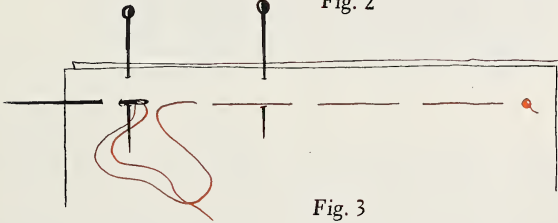


Fig. 3

BASTING

Fig. 1. Material pinned for basting

Fig. 2. Even basting

Fig. 3. Uneven basting

4 MAKING THE UNEVEN BASTING

a Lay the two pieces of material on the table, one on top of the other, with the edges together and notches matching. The ends should come out even if the garment is cut accurately.

b Pin together, placing the pins at right angles to the edge and with the head of the pin extending beyond the edge of the fabric (Fig. 1).

c Thread your needle and put a knot in one end of the thread.

d Hold the material between the thumb and first finger of your left hand.

e Sew from right to left.

f Sew on the seam line. Remove pins as you sew (Fig. 3).

g Make the stitches in a series of long ones on top and short ones underneath. The top stitch is usually $\frac{1}{2}$ inch long and the lower one, $\frac{1}{8}$ inch (Fig. 3).



Fig. 1

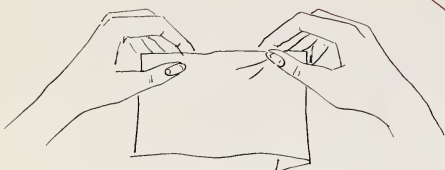


Fig. 2

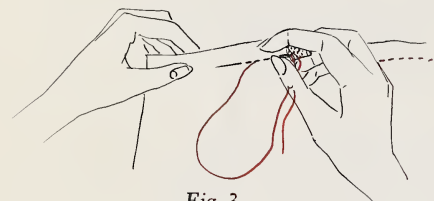


Fig. 3

Running stitch. Notice the correct position of the hands in making the running stitch

3 MAKING THE RUNNING STITCH

- a Thread your needle and make a knot in the end of the thread.
- b Hold the material with the thumb and first finger of each hand. Place your hands about $\frac{1}{2}$ inch apart and stretch the fabric tightly between them (Fig. 2).
- c Place your needle in the material.
- d Bring the thumb against the sharp end of the needle.
- e Push gently on the needle with the thimble and move the right hand back and forth, thus forming small stitches on the needle.
- f Keep the needle in the material. When it is full of small stitches, push the fabric onto the thread and continue until the stitching is finished (Fig. 3). Fasten the stitches with a couple of short stitches.

Gathering

1 USE OF GATHERING

Gathering is used to hold fullness in place until it can be stitched.

h Fasten the end of the thread by taking two or three stitches parallel to each other and to one side of the line of basting.

5 REMOVING BASTING STITCHES

Cut about every third stitch of the bastings and pull out the short threads. This prevents making holes in the fabric.

Running stitch

1 APPEARANCE

The running stitch is a series of small stitches in which the stitches and spaces between are the same length, about $\frac{1}{8}$ inch (Fig. 1).

2 USE OF THE RUNNING STITCH

The running stitch is used in making tucks and seams by hand, and in gathering.



Fig. 1

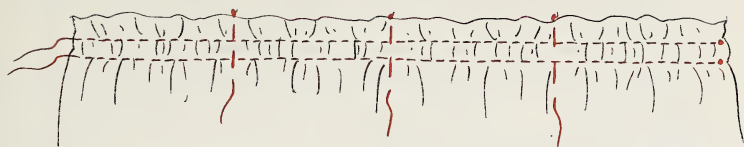


Fig. 2



Fig. 3

GATHERING

Fig. 1 and Fig. 2. The material to be gathered and the section to which the gathered material is to be applied are both divided into quarters

Fig. 3. The gathered material must match in length the section to which it is to be applied. The quarter marks on both should be matched and pinned in place

2 MAKING GATHERING BY HAND

a Divide the material to be gathered into quarters. Mark these divisions with basting stitches made with contrasting thread (Gathering, Fig. 1).

b In the same way divide in quarters the section to which the gathering is to be joined.

c Use thread which is a little longer than the section to be gathered. Knot one end of the thread.

d Put in one row of running stitches on the seam line (Running stitch, Fig. 3). Finish your thread with a knot. Do not pull up the gathers.

e Put in a second row of running stitches $\frac{1}{8}$ inch above the first.

f Take hold of the two threads and pull them until the material is gathered to almost the desired amount (Gathering, Fig. 2).

g Match the quarter-divisions of each section and pin together with pins at right angles to the edge (Gathering, Fig. 3).

- h Pull up thread until the two sections are the same length.
- i Regulate gathers using a pin to move them back and forth.
- j Place pins at right angles to the edge to hold gathers in place. The pins should be about $\frac{1}{2}$ inch apart (Gathering, Fig. 3).
- k Baste across the pin directly over the seam line gathers, and stitch on this line.

3 MAKING GATHERING BY MACHINE

Gathering may be put in by machine by using a somewhat heavier thread on the bobbin, lengthening the stitch slightly and loosening the upper tension a little. The stitching should be done on the right side. Use the heavier thread to draw up the gathers. All of the other steps are the same as the ones given above for gathering by hand.

Three commonly used hemming stitches

1 APPEARANCE

Slant hemming consists of a series of small slanting stitches showing on both the wrong and right sides of the material. The stitches are placed a little less than $\frac{1}{8}$ inch apart (Fig. 1).

Vertical hemming has a series of very small stitches parallel to the hemmed edge showing on the right side, and small stitches perpendicular to the fold on the wrong side (Fig. 2).

Slip hemming resembles vertical hemming in that it has a series of small stitches parallel to the hemmed edge on the right side. On the wrong side the long stitches are enclosed in the fold of the hem (Fig. 3).

2 USES

Hemming stitches are used to hold in place folded edges, such as hems, bindings, and facings.

Slant hemming is used where a strong stitch is needed and where it does not matter if the stitches show on the right side.

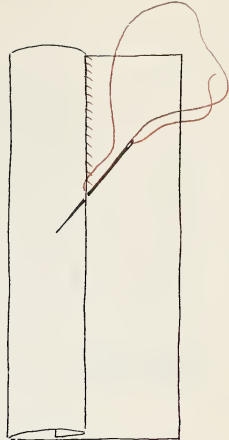
Vertical hemming is used where the strain on the stitches is not great and where the stitches should be inconspicuous on the right side.

Slip-stitch hemming is used where it is desirable to have an inconspicuous stitch on both the right and wrong sides.

3 MAKING SLANT HEMMING

- a Baste the edge to be hemmed in place.
- b Begin with a knot in the thread. Put it under the edge to be hemmed down.
- c Hold the material over the first finger of your left hand with the hem toward the left (Fig. 1).
- d Work from the farthest point toward you.
- e Pointing the needle toward the left thumb, take a small stitch in the garment and bring it through the fold (Fig. 1).
- f Repeat along the edge to be hemmed, making the stitches a little less than $\frac{1}{8}$ inch apart.
- g Fasten the thread by taking two or three small stitches one over the other.

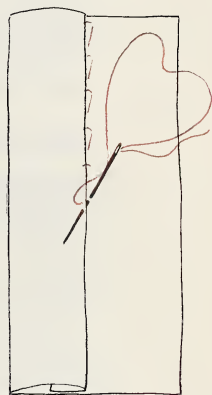
Fig. 1



4 MAKING VERTICAL HEMMING

- a Baste the edge to be hemmed in place.
- b Begin with a knot in the thread. Put it under the edge to be hemmed down.
- c Hold the material over the first finger of your left hand with the hem toward the left (Fig. 2).
- d Work from the farthest point toward you (Fig. 2).
- e Pointing the needle toward you, take a small stitch in the garment just at the edge of the fold to be hemmed, swing the needle (still in the cloth) toward the left thumb into the edge to be hemmed. Pull needle through the cloth.
- f Repeat about $\frac{1}{4}$ inch apart along the edge to be hemmed.

Fig. 2



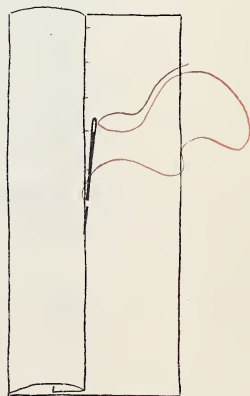
THREE COMMONLY USED HEMMING STITCHES

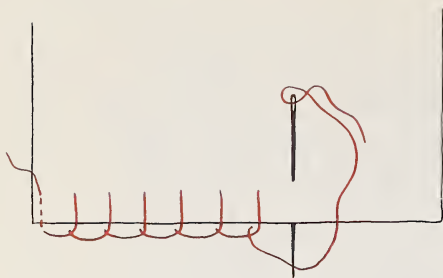
Fig. 1. Slant hemming

Fig. 2. Vertical hemming

Fig. 3. Slip hemming

Fig. 3





Blanket stitch

- 5 MAKING SLIP-STITCH HEMMING**
a Baste the edge to be hemmed in place.
b Begin with a knot in the thread. Put it under the edge to be hemmed down.
c Hold the material over the first finger of your left hand with the hem toward the left.
d Work from the farthest point toward you.

e Pointing the needle toward you, take a small stitch in the garment parallel to the fold and just at its edge.

f Opposite the point where the needle comes out slip it into the fold of the hem making an invisible stitch about $\frac{1}{4}$ to $\frac{1}{2}$ inch long.

g Repeat along the edge to be hemmed. Be careful not to pull the stitches tight.

Blanket stitch

1 APPEARANCE

Blanket stitch consists of a series of parallel stitches looped over an edge of cloth. See illustration on this page.

2 USE

Blanket stitch may be used for decoration, to keep raw edges from raveling, or to make the bar in the worked buttonhole.

3 MAKING BLANKET STITCH

a Hold the material in a horizontal position with the edge to be finished next to you.

b Work from left to right.

c Begin without a knot. Fasten the thread by taking two or three stitches at the starting place, along a line perpendicular to the edge to be worked. Leave the end of the thread to be cut off later. See illustration on this page.

d Hold the thread down with the thumb of the left hand.

e Pointing the needle toward you, put it into the fabric about $\frac{1}{4}$ inch from the edge, and bring it out under the edge of the material,

being sure to keep the thread under the needle.

f Repeat, placing the stitches $\frac{1}{4}$ inch apart, until the desired amount of blanket stitch has been finished.

g Fasten the thread on the wrong side with two or three small stitches taken near each other.

h The blanket stitch may be varied by making stitches of different lengths and by spacing them different distances apart.



Overcasting

Overcasting

1 APPEARANCE

Overcasting consists of a series of parallel, slightly slanting stitches about $\frac{1}{8}$ inch deep and spaced $\frac{1}{4}$ inch apart.

2 USE

Overcasting is used to keep raw edges from raveling.

3 MAKING OVERCASTING

a Hold the material to be overcast between the forefinger and thumb of your left hand in a horizontal position with the raw edge up. See illustration on this page.

b Knot one end of the thread. Put the knot on the under side of the material.

c Work from right to left.

d Pointing the needle toward your left shoulder, insert it about $\frac{1}{8}$ inch from the edge to be overcast on the side of the cloth farthest from you.

e Pull the needle through the cloth, being careful not to pull the thread tight. The edge of the material should be flat, not curled.

f Repeat, making the stitches about $\frac{1}{4}$ inch apart and $\frac{1}{8}$ inch deep. In case the material ravel easily, you may need to make the stitches deeper than $\frac{1}{8}$ inch. In any case, the stitches should be twice as far apart as they are deep.

g Fasten the thread with two or three small stitches taken close to each other.

Cutting and joining bias strips

1 APPEARANCE

A true bias is a piece of fabric cut diagonally across a square piece of the fabric.

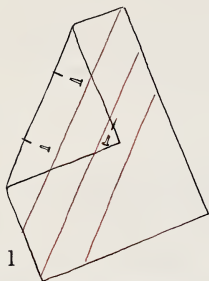


Fig. 1

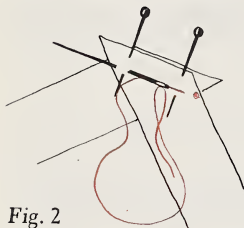


Fig. 2

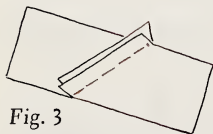


Fig. 3

Cutting and joining a bias

2 USES

Binding, pipings, and facings are cut from bias fabric.

3 CUTTING

a To get a true bias, fold the fabric so that the warp yarns lie parallel to the filling yarns. In a square piece of fabric, the diagonal of the square will be on the bias (Fig. 1).

b From this fold, measure the width desired for the bias strip and mark the line with tailor's chalk. Be careful to keep the line narrow.

c Continue to mark lines the same distance apart until you have the desired amount of bias.

d Cut along the marked lines with even, long strokes of the shears so that the edges will be even.

e Slit the fold.

4 JOINING BIAS FOLDS

a Place one strip on the table, right side up.

b Place the second strip over the first, with the right sides together.

c Make the two ends meet so that the two pieces of bias are at right angles to each other, and so that the two right sides face each other (Fig. 2).

d Baste the two ends together, making a plain seam $\frac{1}{4}$ inch wide (Fig. 3).

e Stitch on the line of basting, remove bastings, and press seam open.

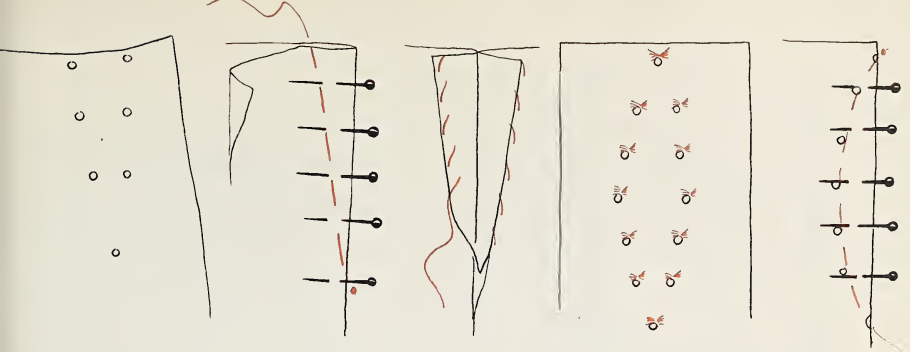


Fig. 1

Fig. 2

Fig. 3

Fig. 4

Fig. 5

DARTS

Fig. 1. Markings for a V dart

Fig. 2. V dart pinned and basted

Fig. 3. V dart in heavy material slashed and overcast

Fig. 4. Double-pointed dart marked with tailor's tacks

Fig. 5. Double-pointed dart pinned and basted

Darts

1 APPEARANCE

Darts are folds of material which taper to nothing either at one or both ends (Fig. 1). They may be made on either the inside or outside of a garment, depending upon their purpose.

2 USES

Darts are used either as decoration or to hold or direct fullness. They are most commonly used to hold the fullness at the waistline of skirts and waists, and to direct the fullness over the bust and shoulders in underarm and shoulder seams.

3 MAKING DARTS

a Darts are generally indicated on the patterns by perforations (Fig. 1), which form either a V or an ellipse or diamond; in the latter case they all may be tapered at both ends (Fig. 5). Mark these perforations with tailor's tacks (Fig. 4).

b Fold the fabric to bring the two rows of markings together and pin in place. Start pinning at the narrow end of the dart and place pins at right angles to the fold to insure smoothness (Fig. 2 and Fig. 5).

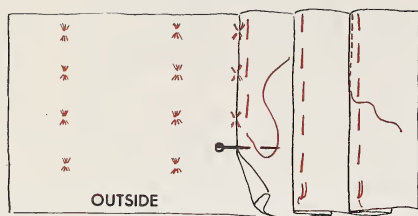


Fig. 1

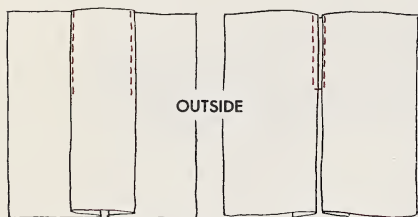


Fig. 2

PLEATS

Fig. 1. Side pleats

Fig. 2. Box and inverted pleats

c To insure smoothness, baste from the narrow end of the dart to the wide end (Fig. 2). Use the even basting stitch (p. 466).
 d Stich just to one side of the basting, starting at the wide end of dart and tapering off to nothing. Continue stitching $\frac{1}{2}$ inch beyond point of dart exactly on a thread of the material. Finish the stitching on the inside darts by pulling the thread to the inside and tying. Leave one inch of the thread so that the stitching will not pull out.

e Remove basting stitches (p. 468).

f Press the underarm darts down and other inside darts toward the center of the garment.

g Wide darts in heavy material should be slashed through the fold to within $\frac{1}{2}$ inch of the point and pressed open. Part of cut

edge may be trimmed off. Overcast the edges to prevent raveling (p. 473).

h The two-pointed dart (Fig. 4 and Fig. 5), which is used to hold fullness at the waistline in a one-piece dress, may need to be clipped at the waistline to enable it to lie flat.

Pleats

1 DEFINITION

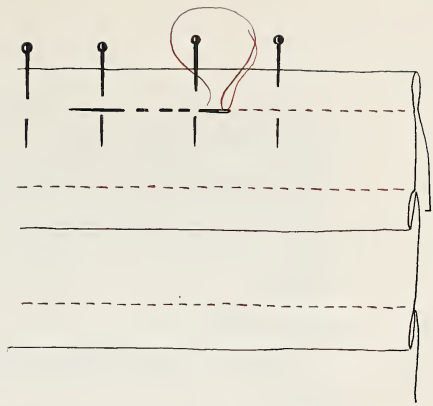
Pleats are folds of fabric that may or may not be stitched for part of their length. Either kind of pleat may or may not be pressed.

2 USES

Pleats are used to add fullness or to add interest to a garment.

3 TYPES OF PLEATS

The usual types of pleats are side, box, and inverted. A side pleat is made by making a fold in the material and lapping it over on the material (Fig. 1, p. 476). A box pleat is made by turning two side pleats away from each other (Fig. 2). An inverted pleat is produced by making a box pleat on the wrong side of the garment.



Pinning and basting tucks

4 MAKING A SIDE PLEAT

a Pleats are generally indicated in the pattern by two sets of perforations (Fig. 1, p. 476). Mark these with tailor's tacks (Fig. 1), using a different colored thread for each set of perforations.

b Match the perforations and pin fold in place (Fig. 1, p. 476).

c Baste in place, using the even basting stitch (p. 466). If the pleats are in a skirt, baste entire length of the skirt.

d Decide on the depth desired for stitching pleats. Stitch as desired. Stitch from the bottom to the top of the pleat to insure a straight-hanging pleat (Fig. 1, p. 476).

e Fasten the stitching by pulling threads to the inside and tying.

Tucks

1 DEFINITION

Tucks are folds of material which are the same width throughout their length and which are held in place either by machine or hand stitching. Tucks may be placed on either the outside or inside of a garment.

2 USES

Tucks are used either for decorative purposes or to hold fullness in place.

3 MAKING TUCKS

a Tucks are generally indicated on the pattern by a line of perforations. Mark these perforations on your material with tailor's tacks.

b Crease along the line of tailor's tacks and put pins in the fold at right angles to the edge.

c Use a gauge (Fig. 2, p. 465) to baste the desired width of the tuck.

d Stitch just to one side of the basting, or use a running stitch (Fig. 3, p. 468) to hold the tuck in place.

Seams

1 DEFINITION

Seams are used to join two pieces of material.

2 USES

The kind of seam to be used depends upon the kind of material, the type of garment, and the location of the seam.

The plain seam is used where a flat inconspicuous seam is desired.

The French seam is used where it is not necessary to have a flat finish and on transparent and lightweight materials that must be laundered often.

The fell seam is used where a flat seam without raw edges is desired.

The lap seam is used where outside stitching is desired and also where the two edges are curved or have sharp angles.

A plain seam may be finished by pinking, Fig. 1; by binding, Fig. 2, or by turning the edges under and stitching along the edge

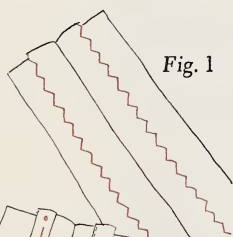


Fig. 1

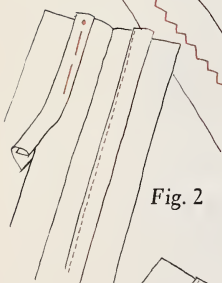


Fig. 2

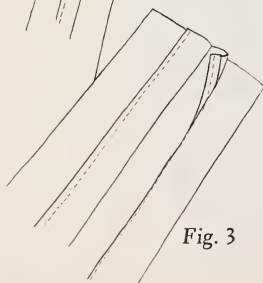


Fig. 3

3 MAKING THE PLAIN SEAM

a Place the two right sides of the material together.

b Pin the two pieces of the garment together matching the notches as well as the top and bottom edges of the garment.

c Baste on the seam line. Use even basting. See page 466.

d Stitch next to the basting but not on it.

e Remove the bastings.

f Press the seam open.

g Finish the edges of the seam with pinking, Fig. 1, if the material does not ravel or with overcasting or blanket stitch if the material ravels. See pages 472 and 473.

4 MAKING THE FRENCH SEAM

- a Place the two wrong sides of the material together.
- b Pin the two pieces of the garment together matching the notches as well as the top and bottom edges of the garment.
- c Baste on the seam line so that the garment may be fitted accurately. Use even basting. See page 466.
- d Stitch a little more than $\frac{1}{8}$ inch outside the seam line.
- e Remove the bastings.
- f Trim the seam so that it is only $\frac{1}{8}$ inch wide.
- g Press the seam open.
- h Turn to the wrong side of the garment. Keeping the first stitching to the top of the seam, baste so that the raw edges are enclosed. This basting should be on the seam line.
- i Stitch on the line of basting.
- j The finished seam should be about $\frac{1}{8}$ inch wide with no raw edges showing.

5 MAKING THE FELL SEAM

- a Place the two wrong sides of the material together.
- b Pin the two pieces of the garment together matching the notches as well as the top and bottom edges of the garment.
- c Baste on the seam line. Use even basting. See page 466.
- d Stitch next to the basting but not on it.
- e Remove the bastings.
- f Trim one side of the seam so that it is $\frac{1}{8}$ inch wide.
- g Fold the wider edge over the narrow one making the fold $\frac{1}{4}$ inch wide.
- h Press both edges flat to the material.
- i Baste into place taking care that there are no folds or tucks on the wrong side.
- j Stitch on the edge of the fold.
- k If only one row of stitching is desired on the right side, begin the seam by placing the two right sides of the material together.

6 LAP SEAM

- a Turn the seam allowance on the edge to be lapped to the wrong side. Press or baste to place.

- b Clip the seam allowance on curves or corners so that it will lie flat.
- c Place the creased edge to the seam line of the other piece of the garment. Keep your work flat on the table and the right side of both pieces toward you.
- d Pin the seam lines together keeping the pins perpendicular to the seam.
- e Baste and stitch as close to the turned edge as possible.
- f Finish the two raw edges on the wrong side together using pinking, overcasting, or blanket stitching. See pages 472 and 473.

Putting a plain set-in sleeve into the armhole

- a Sleeves with visible fullness and those without visible fullness are put in by the same method.
- b Before putting in a sleeve, see that your dress is properly fitted, the sleeve line established, and the collar sewed on. Also sew, press, and finish the long seam in the sleeve.
- c Be sure that the two sleeves are made with the right sides out. That is, that one sleeve fits the right arm and the other the left arm. Also check to see that the notches, which mark the front and back and top of the sleeve, have been indicated.
- d In the top of the sleeve, put a row of short running stitches on the seam line between the notches. Leave a little thread at the end and do not pull up the thread.
- e Put in a second row of running stitches $\frac{1}{4}$ inch outside the first row.
- f Draw the sleeve through the armhole with the right side of sleeve to the right side of garment.
- g Match the notches of sleeve to notches in armhole and pin, placing the pins at right angles to the edge. Also, match the top of the sleeve to the top of armhole.

If, in fitting the garment, the notches have been thrown out of line, match both the highest and lowest points of the sleeve and the armhole and bring the notches as near together as possible, starting from the lowest point.

- h Take hold of the loose ends of the gathering threads and draw up the fullness in the sleeve to fit the armhole.

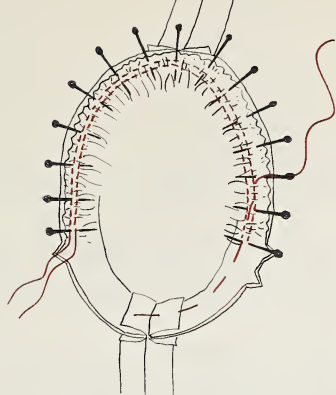


Fig. 1

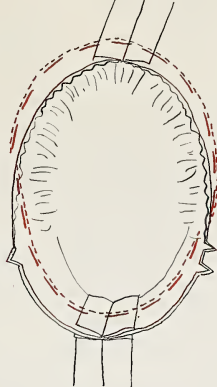


Fig. 2

PUTTING A SET-IN SLEEVE IN THE ARMHOLE

Fig. 1. Sleeve gathered and pinned into armhole

Fig. 2. Set-in sleeve stitched

i Looking into the sleeve and working with the sleeve toward you, regulate the gathers.

j Pin fullness in place, placing pins at right angles to the edge. (Fig. 1)

k Baste on the seam line using short basting stitches. Remove the pins when you have finished basting. (Fig. 2, on this page)

l Fit garment. Make any necessary alterations.

m Stitch around armhole twice. Put the first line of stitching on the seam line directly over the first line of gathers. Put the second line of stitching $\frac{1}{4}$ inch outside the first line.

n Remove bastings, trim off ravelings, and overcast seam.

Continuous bound plackets

1 DEFINITION

The continuous bound placket is a placket finished with a binding that is cut in one piece. The binding is usually from $\frac{1}{2}$ to $\frac{3}{4}$ inch when finished. It is cut on the straight of the material.

2 USES

The continuous bound placket is used where there is little strain on the opening, such as on a full gathered skirt, on sleeves, or on pajamas. It may be used in a slash or in a seam.

3 MAKING A CONTINUOUS BOUND PLACKET IN A SLASH

a For a one-half inch wide placket:

Cut a straight strip of material $1\frac{1}{2}$ inches wide and twice as long as the slash plus 1 inch.

b Place the right side of the strip on the right side of the slash with the edges even and pin in place, setting pins at right angles to the edge (Fig. 1, p. 483).

c Beginning at the top of the slash, baste a $\frac{1}{4}$ inch seam, which must narrow to almost nothing at the point of the slash.

d Stitch with the garment-side of the seam up, being careful not to form pleats around the point of the slash.

e Turn in the long free edge of the strip $\frac{1}{4}$ inch and crease. If material does not hold a crease, baste the $\frac{1}{4}$ inch turn in place.

f Place creased edge along the line of stitching and pin in place with pins at right angles to the edge.

g Hem the turned edge in place, using a slant hemming stitch (Fig. 2, p. 483).

h Turn the front half of the placket against the garment and baste to the garment across the top (Fig. 2, p. 483). The back half of the placket extends to form an underlap.

4 MAKING A CONTINUOUS BOUND PLACKET IN A SEAM

a For a finished one-half inch wide placket, cut a straight strip of material 2 inches wide and twice as long as the opening.

b If the stitching at the bottom of the opening has not been securely fastened, fasten it.

c If the seam in the opening is more than $\frac{1}{2}$ inch wide, trim it to $\frac{1}{2}$ inch.

d Clip the seam diagonally, starting about $\frac{1}{2}$ inch below the bottom of the opening and ending at the bottom of the opening. Be careful not to clip the line of stitching (Fig. 2, p. 483).

e Place the right side of the strip to the right side of the opening with the edges even. Pin in place with the pins at right angles to the edge (Fig. 1, p. 483).

f Baste $\frac{1}{2}$ inch from the edge. Be careful to keep the seam the same width throughout its entire length.

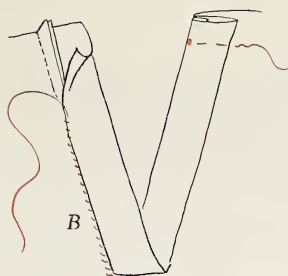
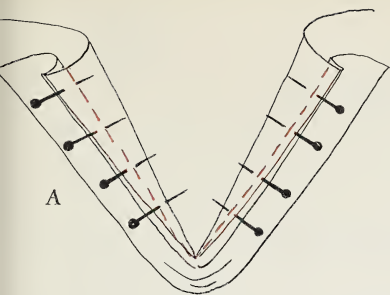


Fig. 1



Fig. 2

TWO FORMS OF CONTINUOUS-BOUND PLACKET

Fig. 1. Continuous-bound placket made in a slash

A. Strip basted in slash

B. Strip sewed in place and front half of placket basted against garment

Fig. 2. Continuous-bound placket made in the seam with seam clipped at bottom of placket opening

g Stitch with the garment side of the seam up, being careful that the stitching comes up to—but not beyond—the stitching of the seam.

h Turn in the long free edge of the strip $\frac{1}{2}$ inch and crease. If the material does not hold a crease, baste the $\frac{1}{2}$ inch turn in place.

i Place the creased edge along the line of stitching and pin in place. Put pins at right angles to the edge.

j Hem the turned edge in place using a slant hemming stitch (Fig. 1, B on this page).

k Turn the front half of the placket against the garment and baste it across the top (Fig. 1, B on this page). The back half of the placket extends to form an underlap.

Placing a slide fastener in a seam. When the slide fastener is placed in a seam, the first step is to stitch the seam, leaving the opening for the slide fastener $\frac{1}{2}$ inch longer than the metal part of the fastener. Baste the opening closed with small firm stitches, placing them on the seam line. The seam should be from $\frac{5}{8}$ to $\frac{3}{4}$ inch wide. Now press the seam open.

Open the slide fastener. With the right side of the slide fastener

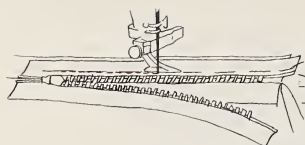


Fig. 1

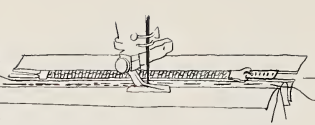


Fig. 2



Fig. 3

Three steps in stitching a slide fastener into a seam

toward the dress, place it on the back seam allowance of the dress, with the edge of the teeth along the seam line. The opening of the fastener should be at the top of the skirt. Baste and stitch the seam allowance to the slide fastener tape, Fig. 1. Use a half presser foot on the sewing machine and place the stitching alongside the metal of the slide fastener. Fasten the machine stitching by tying the ends of the thread.

Now close the slide fastener, turn it face up and, keeping it flat against the sewing machine, stitch the folded edge of the seam allowance to the tape of the slide fastener, Fig. 2. Then turn the slide fastener with the right side again toward the garment and pin it flat on the seam.

Working on the right side of the garment, baste the fastener parallel to the seam line, so that the basting lies about in the middle of the slide fastener tape; stitch on the line of basting, Fig. 3. Still working on the right side of the garment, stitch across the lower end of a slide fastener in a skirt. Stitch across the top and the lower end of a slide fastener in a dress.

Hems for circular and straight skirts

1 ESTABLISHING THE HEM LINE

a The hem line is determined while the garment is being worn. Press the garment well, put it on, then lap and fasten the opening as it is to be worn.

b Stand on a table or fitting stool. Be careful to look straight ahead when the hem line is being pinned. Looking down causes your garment to hang longer in the front than in the back.

c Decide how many inches from the floor the garment is to be when finished.

d Have someone mark your hem line, using either a yardstick or some kind of a skirt marker. Indicate the desired length with pins or chalk lines placed parallel to the floor and about 3 inches apart.

2 TURNING AND BASTING THE HEM LINE

a Remove garment, being careful not to disturb the pins.

b Fold the material on the pinned line to the wrong side and baste this fold in place. Place the basting about $\frac{1}{4}$ inch from the fold.

c Pin up the hem to the garment on the wrong side and put on the garment to recheck the hem line. Make any necessary changes.

3 ESTABLISHING THE WIDTH OF THE HEM

a Working on the wrong side of the garment, find the narrowest place in the hem. Unless you want the hem narrower than this width, mark this distance around the hem of the garment, using a gauge and tailor's chalk or pins (Fig. 1, p. 487).

b Cut along this marked line.

4 DISPOSING OF FULLNESS IN THE HEM OF A SKIRT

a With gathering

1 If the hem is to be turned under, put in the gathering after the hem has been turned. If binding is to be used, put in the gathering first. (Fig. 3, p. 486)

2 Put in a line of small running stitches $\frac{1}{4}$ inch from the free edge of the hem. Allow one gathering thread to extend from seam to seam.

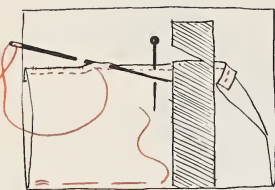
3 On a table, place the garment wrong side up, with the bottom of the garment toward you.

4 Match and pin the seams of the hem to seams of the dress, and the center front and the center back of the hem to the center front and the center back of the garment.

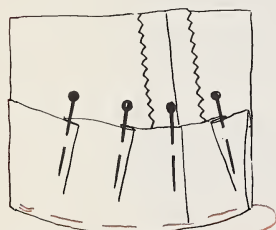
5 Pull up the gathering threads, adjust fullness, keeping the lines of fullness

Marking the hem line

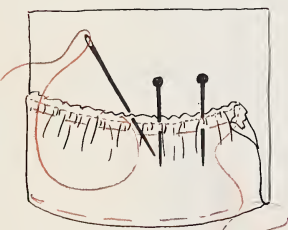




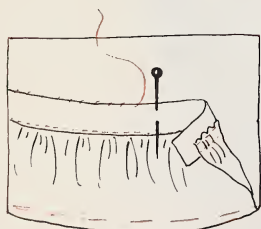
A Fig. 1



B Fig. 2



C Fig. 3



D Fig. 4

perpendicular to the bottom of skirt. Pin the fullness in place.

b With darts

1 If the edge is to be turned under, put in the darts after the edge has been turned. If binding is to be used, put in darts first (Fig. 2).

2 On a table, place the garment wrong side up, with the bottom of the garment toward you.

3 Match and pin the seams of the hem to the seams of the dress, and the center front and the center back of the hem to the center front and the center back of the garment.

4 Working from the center front and center back of the skirt, form small darts at the top of the free edge of the hem, turn the darts toward the side seams, and pin in place. Be careful that the darts disappear within at least an inch of the bottom of skirt (Fig. 2).

5 FINISHING THE EDGE OF THE HEM IN A SKIRT

a By turning under the edge

1 On light-weight material the edge of the hem is often turned under. This is done before the fullness is taken care of (Fig. 1).

2 On a table, place the garment wrong side up, with the folded edge of the hem toward you.

3 Use a gauge the width of the finished hem. Measure from the bottom of the skirt and with either pins or tailor's chalk mark on the hem the line of the turning. The turning line should be about $\frac{1}{2}$ inch from the raw edge.

SKIRT HEMS

Fig. 1. Stitching is used on the turned edge of the hem of a straight skirt

Fig. 2. Darts may be used to pin in the fullness in the hem

Fig. 3. Gathering may be used on a turned-edge hem

Fig. 4. A gathered hem may be finished with binding

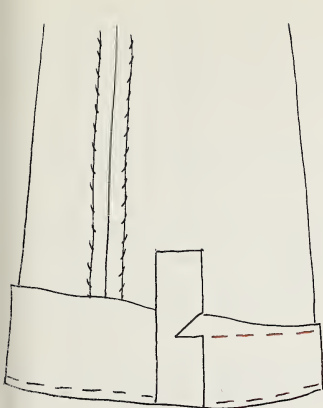


Fig. 1

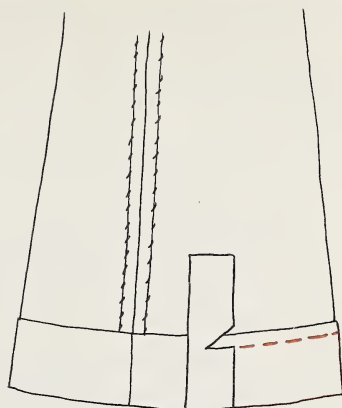


Fig. 2

USING A GAUGE IN TURNING A HEM

Fig. 1. Marking the width of the hem

Fig. 2. Marking the line on which the edge is to be turned

4 Turn the edge of the marked line toward the wrong side. Either press or baste the turned edge in place. If you use basting, and plan to put in a gathering for fullness, place the basting a little more than $\frac{1}{4}$ inch from fold.

b With binding

1 On cotton garments use a bias cotton binding. If you are working with rayon, silk, or wool garments, use either rayon or silk straight-edged binding. Binding is applied after the fullness has been disposed of (Fig. 4).

2 On a table, place the garment wrong side up, with the bottom of the skirt toward you.

3 Starting at a seam, place the binding over the raw edge of the hem. If there are gatherings, one edge of the binding should be placed exactly over the gatherings.

4 Pin binding in place, being careful not to stretch it. The pins should be placed at right angles to the edge.

5 Baste binding in place. Put the basting back a little way from the edge so that you may stitch on the edge.

6 Stitch through the binding and the hem.

7 If you are using cotton bias binding and have difficulty in doing a good job of top stitching, you may apply the binding with a plain seam.

6 SEWING HEM TO SKIRT (p. 487)

a On a table place the garment wrong side up, with the bottom of the skirt toward you.

b Pin hem in place, keeping the garment flat on the table. Place pins at right angles to the edge of the hem.

c Baste hem in place, being careful not to pull your thread too tight. Remove pins.

d Turn dress so that the hem is toward your left.

e Sew hem to dress, using either the catch stitch, or the vertical, or the slip-hemming stitch.

One-piece bound buttonholes

1 DEFINITION

Bound buttonholes consist of a slit in the material finished with a strip of matching or contrasting fabric.

2 MARKING THE PLACE FOR BUTTONHOLES

Follow steps in Fig. 1-Fig. 6 in the directions for the Worked Buttonhole (p. 493).

3 CUTTING THE BINDING FOR BUTTONHOLES

a The binding may be cut on the straight, the crosswise, or the bias, depending upon the weight of the material and the effect desired. For a beginner, it will probably be easier to cut it on the straight.

b Cut the binding about $1\frac{1}{2}$ inches wide and 1 inch longer than the buttonhole. Be careful that the binding is cut accurately. If it is cut on the straight of the material, be sure it is cut exactly on the grain of the material. Cut enough pieces for all the buttonholes.

4 APPLYING BINDING

a Crease the binding through the center crosswise and place it with the crease along the basted line, which marks the place for the buttonhole, right sides together. Be careful to see that the binding extends the same amount beyond each end of the buttonhole (Fig. 1, p. 490).

b Pin the binding in place, placing pins at right angles to center of binding.

c Baste in place with small stitches along the line of stitches that mark the buttonhole. Be sure the crease of the binding lies along the thread of the buttonhole (Fig. 1, p. 490).

d Form a rectangle on the wrong side of the garment by basting $\frac{1}{8}$ inch away from this line on its two long sides. The two ends of the rectangle are already formed by the two long lines of basting that marked the position of the buttonhole (Fig. 2, p. 490).

e Baste all the buttonholes in one set before stitching any of them.

f Stitch on the wrong side of garment. Stitch around the rectangle, starting at one corner and continue on one of the long sides. Finish by stitching beyond this starting point to the middle of the side of the rectangle. Be careful to make square corners by turning with the sewing-machine needle in the material. Make the same number of stitches in each of the two ends and the two sides of the rectangle (Fig. 2, p. 490).

g Carefully remove basting by clipping every few stitches before pulling it out.

5 CUTTING BUTTONHOLE

a Cut through the middle of the stitched rectangle to within $\frac{1}{4}$ inch of each end.

b Cut diagonally to each corner of the rectangle (Fig. 3, p. 490). Be careful to cut just to the line of stitching.

6 CREASING AND SEWING BINDING IN PLACE

a Turn the binding through the slit to the wrong side of the garment (Fig. 4, p. 490).

b Crease the seam away from the buttonhole, being careful that none of the binding shows on the right side. Press.

c Working on the wrong side, crease a fold half the width of the opening in each side of the binding. Bring these two folds together in the center of the opening. You will have an inverted box pleat at each end of the opening (Fig. 4, p. 490).

d Fasten the edges of the folds together with a slant basting stitch (Fig. 5, p. 490).

e Baste in place with small basting stitches (Fig. 6, p. 490).

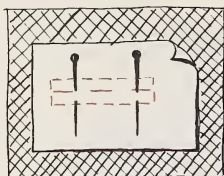


Fig. 1

BOUND BUTTONHOLES

Fig. 1. Sewing binding in place

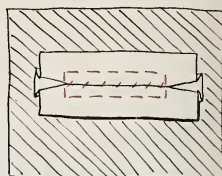


Fig. 6

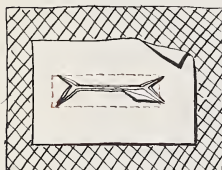


Fig. 2

Fig. 2. Cutting buttonhole

Fig. 3. Turning binding to wrong side

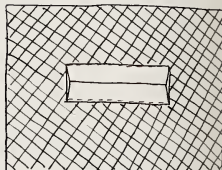


Fig. 7

Fig. 4. Pinning binding in place on the wrong side

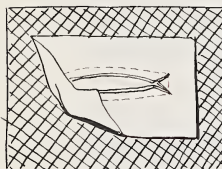


Fig. 3

Fig. 5. Basting binding together with slant basting

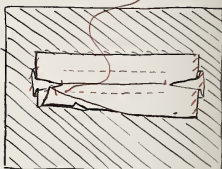


Fig. 8

Fig. 6. Basting binding flat

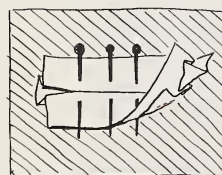


Fig. 4

Fig. 7. Sewing binding in place with back stitch

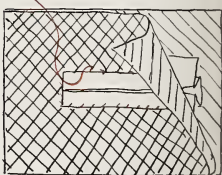


Fig. 9

Fig. 8. Overcasting wrong side when there is no facing

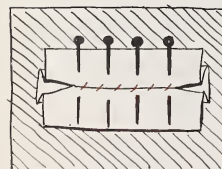


Fig. 5

Fig. 9. Sew facing to binding

Fig. 10. Finished buttonhole

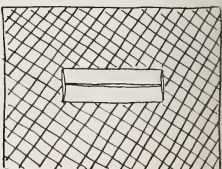


Fig. 10

f Working on the right side, sew a row of half backstitches where the binding is joined to the edge of the buttonhole (Fig. 7, p. 490). To make half backstitches, hold the material in a horizontal position and work from right to left. Take a small stitch about $\frac{1}{8}$ inch, bringing the needle out of the material. Now put the needle in the material one half of the distance back from the end of the first stitch; bring it out of the material a full space ($\frac{1}{8}$ inch) ahead of the first stitch. Repeat, putting the needle a half space back each time and bringing it out of the material a whole space ahead of the last stitch. This stitching should be inconspicuous. Remove bastings.

7 FINISHING THE BUTTONHOLE ON THE WRONG SIDE

a Bound buttonholes are usually put on garments which have a facing under the part where the buttonholes are placed. If there is no facing, overcast the edges of the binding (Fig. 8, p. 490).

b If there is a facing, it is usually applied at this time. After it has been stitched on the edge according to the directions given in your pattern, turn it to the wrong side and smooth in place and baste (Fig. 9, p. 490).

c Turn the right side up; put a pin at the end of each buttonhole and through the facing to the wrong side.

d Turn to the wrong side; take hold of the points of the pins in each buttonhole and crease a line from one pin to the other.

e Cut on this creased line to within $\frac{1}{4}$ inch of the pins, and cut two diagonal slits as you did when cutting the buttonhole (Fig. 3, p. 490).

f Turn in the raw edges and hem in place, using the slant hemming stitch. The stitches must not show on the right side.

Worked buttonholes

1 DEFINITION

A worked buttonhole consists of a slit in double material that is worked over with thread to keep it from raveling and to make it durable.

2 KINDS OF WORKED BUTTONHOLES

a Horizontal buttonholes are used where there is great strain on the buttonhole. These are made with a fan at the end next to the button and a bar at the opposite end (Fig. 1, A, p. 493).

b Vertical buttonholes are used where there is less strain. They are made with a bar at each end (Fig. 1, B, p. 493).

3 MARKING THE PLACE FOR A HORIZONTAL BUTTONHOLE

a From the point of view of the wearer, in women's clothing the right side of the closing is lapped over the left side. In men's clothing the left side of the closing is lapped over the right side. Thus you can see that the buttonholes in women's clothes are always placed on the wearer's right side of the closing.

b Baste along the center front or center back of your garment. If the centers of the buttons are to lie along the center of the garment, either back or front, the buttonholes will be cut beginning at this line.

c Measure the diameter of the button and add the thickness of the button to it. This determines the length of the buttonhole.

d Baste a line parallel to the center basting and at a distance equal to the length of the buttonhole (line B in Fig. 2).

e Mark the places for the buttonholes along the center line with pins (Fig. 3). Buttonholes should be spaced an even distance apart.

f At each pin, baste a horizontal line from one vertical basting to the other. This marks the exact position and length of each buttonhole. This line of basting should in each case follow one thread of material to insure a straight buttonhole (Fig. 4).

g Stitch $\frac{1}{16}$ inch below and above the line of basting for each buttonhole. Each line of stitching should follow a thread of the material. Start and stop at the vertical lines of basting. Cut off ends of thread (Fig. 5).

4 CUTTING THE BUTTONHOLE

a Cut each buttonhole just before you are ready to work it.

b Using buttonhole scissors or small scissors with sharp points, cut along the line of basting between the two rows of machine stitching.

5 WORKING THE BUTTONHOLE

a Use thread which matches your garment. If the thread is coarser than was used for stitching the garment, it will be easier to work with. Do not use a knot in the thread.

b Hold the slit along the first finger of the left hand with the outside end of the slit toward your left (Fig. 6).



Fig. 1

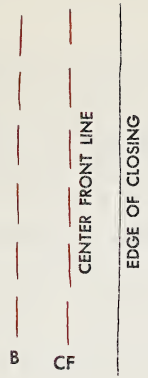


Fig. 2

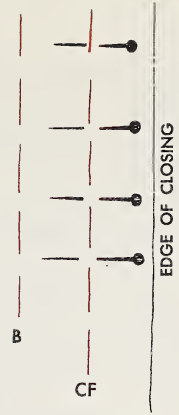


Fig. 3

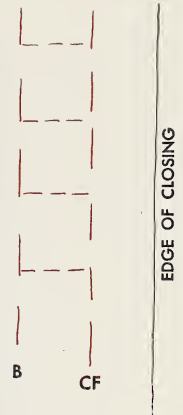


Fig. 4

WORKED BUTTONHOLE

Fig. 1. Kinds of worked buttonholes

A. Horizontal buttonhole B. Vertical buttonhole

Fig. 2. Lines of basting which indicate length of buttonhole

Fig. 3. Marking the place of the buttonholes on the center line

Fig. 4. Marking the size and position of the buttonholes with basting

Fig. 5. Reinforcing the buttonhole with stitching

Fig. 6. Position of the material when working a buttonhole

Fig. 7. Buttonhole stitch.

Fig. 8. The fan end of the buttonhole

Fig. 9. Putting in the bar stitches

Fig. 10. Working over the bar with the blanket stitch

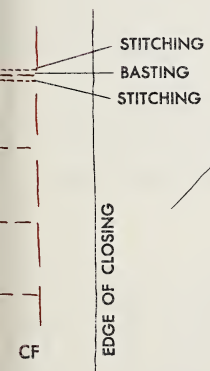


Fig. 5



Fig. 6

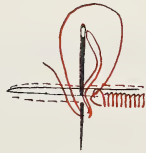


Fig. 7

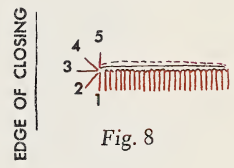


Fig. 8



Fig. 9

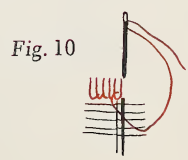


Fig. 10

c Begin working at the right-hand end of the side of the slit that is toward you.

d Put the needle through the slit and bring it out toward you through the material just below the line of stitching. Let the end of the thread hang.

e Go back through the slit and bring the needle into the material toward you but do not pull it out of the cloth.

f Put the two threads from the eye of the needle under the point of the needle in the direction that you are sewing. You are sewing from right to left, therefore you bring the threads from right to left (Fig. 7).

g Pull the needle through the material and away from you, pulling the knot, or purl, that is formed to the edge of the slit.

h Repeat until the end of this side of the buttonhole is reached.

i At the outside end of the slit, the fan is made by placing five buttonhole stitches in the shape of an open fan (Fig. 8).

j Turn the buttonhole around so that the unworked half of the slit lies along the first finger of your left hand.

k Continue with the buttonhole stitch to other end of slit.

l Put three long stitches at the end of the buttonhole, making them the depth of the two rows of buttonhole stitch. The three stitches should lie on top of each other (Fig. 9).

m Turn the buttonhole so that the bar stitches lie along the first finger of your left hand.

n Beginning at the left-hand end of the bar, work across the bar, covering it with about five blanket stitches (Fig. 10).

o Now push the needle to the wrong side of the garment at the end of the bar and fasten the thread with several small stitches.

p If you have not done so before, cut off the end of the thread which was left hanging where you started.

Sewing on snaps

1 USED ON CLOSINGS WHERE THERE IS LITTLE STRAIN

Sew to double thickness of material.

2 SIZE OF SNAP

Use small snaps on thin and larger snaps on heavier material.

3 MARKING THE PLACE FOR THE SNAP

- a With pins or tailor's chalk, mark the position for the ball of the snap on the wrong side of the lapping part of the closing (Fig. 2).
- b Place the snap close enough to the edge of the closing to keep the edge from turning back and yet far enough back to be invisible.
- c Place snaps close enough together to prevent the closing from gaping.
- d Place all snaps in a straight line and an even distance from the edge of the closing (Fig. 2).
- e Determine the distance from the edge for placing the snaps, and baste a line at this distance parallel to the edge. In placing the snap in position one edge should be placed along this line of basting.



Fig. 1



Fig. 2

4 SEWING ON THE BALL OF THE SNAP

- a Use single thread which matches your material. Put a knot in the end of the thread.
- b Take a small stitch at the exact spot marked for the snap (Fig. 3).
- c Place the ball of the snap over the knot, holding it firmly in place.
- d Bring the needle up through one of the holes in the ball of the snap.
- e Sew the snap to the material, going over the edge of the snap and into the material four or five times (Fig. 4).
- f Slide the needle under the snap to the next



Fig. 3

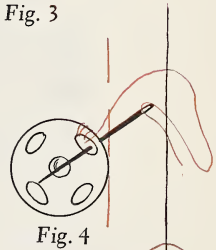


Fig. 4

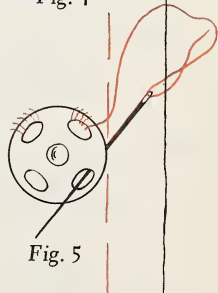


Fig. 5

SNAPS

Fig. 1. Parts of a snap

Fig. 2. Marking position of snap with tailor's chalk or pins

Fig. 3. Beginning to sew on the snap

Fig. 4. Sewing the snap with an over-and-over stitch

Fig. 5. Sliding the needle under the snap in going from one hole to another



Fig. 1

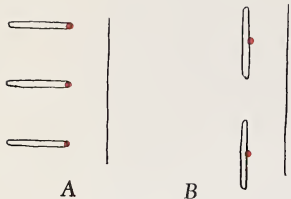


Fig. 2

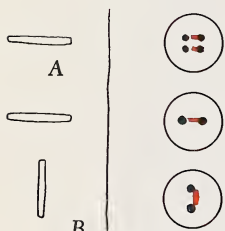


Fig. 3



Fig. 4



Fig. 5

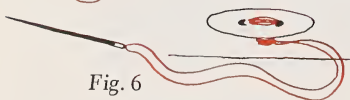


Fig. 6



Fig. 7

hole and repeat the over-and-over stitch (Fig. 5, p. 495).

g Continue until the snap has been sewn at each hole.

h Fasten the thread on the wrong side under the snap by taking several short overhand stitches.

5 SEWING ON THE SOCKET OF THE SNAP

a Close the placket, matching seam lines or center lines.

b Press the ball of the snap against the underside of the closing. The ball of the snap may be chalked. The imprint made by the ball will indicate the position for the socket.

c Sew on the socket in the same way that you sewed the ball.

Sewing on buttons

1 KINDS OF BUTTONS

Flat buttons have either two or four holes in the center. Shank buttons have a solid top and a shank with a hole through it on the under side (Fig. 1C).

BUTTONS

Fig. 1. Kinds of buttons

- A. Two-hole button B. Four-hole button
C. Shank button

Fig. 2. Marking the position of the button

- A. For a horizontal buttonhole
B. For a vertical buttonhole

Fig. 3. Direction in which the button is sewn

Fig. 4. Sewing over a pin

Fig. 5. Push the needle through the material under the button

Fig. 6. Forming a shank

Fig. 7. Sewing on a shank button

2 MARKING THE PLACE FOR THE BUTTONS

a Lap the closing in place matching center backs or fronts or seam lines of the closing together.

b Mark the place of the button with a pin.

If the buttonhole is horizontal, put the pin through the buttonhole to the underlap at the end of the buttonhole which will be next to the button (Fig. 2).

If the buttonhole is vertical, put the pin through the buttonhole to the underlap at the center of the buttonhole. Mark the location for all buttons before beginning to sew them on (Fig. 2).

3 SEWING ON FLAT BUTTONS

a Use a double thread with a knot.

b On the right side of the garment take a small stitch where the button is to be sewn.

c Place the button over the knot with the holes in the button running in the same direction as the buttonhole.

d Two-hole buttons should be sewn with the thread running in the same direction as the buttonholes. A four-hole button should be sewn in two parallel lines. This prevents spreading the buttonhole (Fig. 3).

e Bring the needle up through one hole of the button and down through the other.

f Slip a pin between this first stitch and the button (Fig. 4).

g Take four or five stitches through the holes of the button, working over the pin.

h Stop with the needle on the wrong side of the fabric.

i Remove the pin. Pull the button away from the material.

j Push the needle up through the material under the button (Fig. 5).

k Wind the thread from the needle around the threads holding the button three or four times to form a shank (Fig. 6).

l The shank allows the buttonhole to fit smoothly under the button.

m Take the needle to the wrong side and fasten the thread with several small back stitches.

4 SEWING ON SHANK BUTTONS

a Use a double thread with a knot.

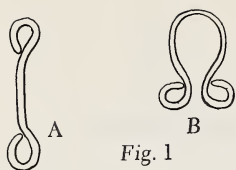


Fig. 1

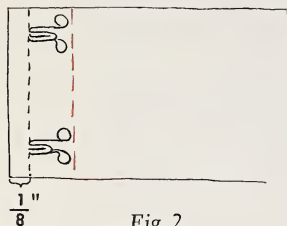


Fig. 2

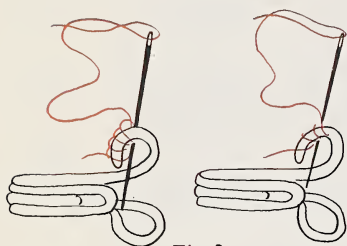


Fig. 3

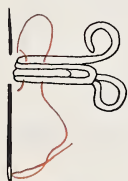


Fig. 4

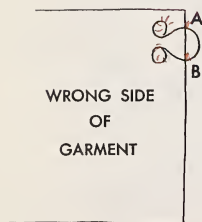


Fig. 5

b On the right side of the garment take a small stitch where the button is to be sewn.
c Place the shank of the button over the knot.

d Sew through the hole in the shank and then through the material four or five times (Fig. 7, p. 497).

e Fasten thread on the wrong side with two or three back stitches.

Sewing on hooks and eyes

1 USED ON CLOSINGS WHERE THERE IS CONSIDERABLE STRAIN, AS ON BELTS

2 KINDS OF EYES (Fig. 1)

a Straight eyes are used when the edges of the closing lap.

b Round eyes are used when the edges of the closing just meet.

3 PLACING THE HOOKS

a Place the hooks on the wrong side of the upper part of the closing.

b Hooks are usually sewed about $\frac{1}{8}$ inch from the edge of the material.

c On a narrow belt, one hook should be placed as near as possible to the top of the belt and one at the lower edge of the belt and $\frac{1}{8}$ inch from the front edge (Fig. 2).

d On a wide belt, additional hooks should be placed at equal intervals between the top and bottom hook.

HOOKS AND EYES

Fig. 1. Kinds of eyes

A. Straight eye B. Round eye

Fig. 2. Position of hooks for belt closing

Fig. 3. Sewing on hooks

Fig. 4. Sewing down the bill of the hook

Fig. 5. Position of round eyes

e From the end of the belt, measure the length of the hook plus $\frac{1}{8}$ inch and place a line of basting across the belt. In placing the hook in position the ends of the rings should be placed along this line of basting (Fig. 2).

4 SEWING ON HOOKS

a Use single thread which matches your material. Begin without a knot.

b Hold the hook firmly in place. Begin sewing at the outside of one of the ring ends (Fig. 3).

c Hold the loose end of the thread under your thumb until you have made two or three stitches. Then cut off the loose end.

d Use either an overhand or a buttonhole stitch. If you use the buttonhole stitch, the purled edge is brought away from the ring (Fig. 3).

e Keep the stitches close together.

f Slip the needle between the two thicknesses of the material to the other ring and sew around it in the same way.

g Now slip the needle to the end of the hook.

h Bring the thread under the bill of the hook. Take a small stitch into the material at the end of the hook. Repeat four or five times to keep the bill of the hook from working up and down (Fig. 4).

i Fasten the thread with two or three small stitches and cut off.

5 MARKING THE PLACE FOR THE EYES

a Straight eyes: Lap the closing with the hooks sewed in place, and with the seam lines matching. On the right side of the under part of the closing, mark the position for the eye with a pin at the end of the hook.

b Round eyes: Place the eye on the wrong side of the other part of the closing. The eye should extend $\frac{1}{8}$ inch beyond the edge of the closing.

6 SEWING ON THE EYES

a Sew around the rings of the eye just as you did for the hook.

b On the round eyes, overhand just above each of the rings to keep the eyes from working up and down (Fig. 5).



CHAPTER SIXTEEN

Helping to care for your home

UNIT I

WHY KEEP YOUR ROOM IN ORDER?

An orderly room is a satisfying room in which to live. A room fresh and clean, with everything apparently where it can be used most conveniently, is a satisfaction. Putting a room in order doesn't mean just shoving the furniture back against the wall and stuffing extra, infrequently used articles into the dresser drawer, under the bed, or in the closet. An orderly room bespeaks an efficient occupant who can think clearly and put her thoughts into practice. Did you ever try doing your homework in a room with an unmade bed, clothing strewn over the chairs, and the top of the dresser stacked with toilet articles, books, and wearing apparel? Or perhaps at the dining-room

table before it had been put in order after a meal? If you are like most girls, you had difficulty in keeping your mind on your work under such conditions. Just imagine trying to get dressed for a day's work in the bedroom described above.

A place for everything. One of the best means of keeping your room, or any other room, in order is to have a definite place for everything you use. The girl who will take time to study how she uses her things and where they should be kept, and to make a plan for these arrangements, will save much time in her daily routine tasks. The first arrangement you make may later need to be changed to serve your purpose better; but be sure the change is

made because it is needed and not just because of lazy habits. A well-arranged clothes closet is a great satisfaction. A stiff pole on which to hang your clothes will be ideal. If you use this closet alone you can plan just how you want to arrange your dresses and coats; but if you share it with someone else, you should plan with that person how you can best use the space together. It would be well to plan to hang your coats, school dresses, and housedresses on the most accessible part of the rod. Place your school hat on the stand easiest to reach and your school dresses where they will be most conveniently at hand. Other dresses and coats, not used so frequently, should be placed farther away; this arrangement is better for them, because they will not be brushed against and pulled each time you use your everyday clothing. Your shoes should be arranged on a rack or in a shoe bag in a definite order. You might put your white shoes in the top



United States Bureau of Human Nutrition and Home Economics

How do you arrange the clothes in your closet?

row, your brown calf shoes beside them, and in the next row your dark shoes. Rubbers and overshoes should be neatly and conveniently arranged, too.

The top dresser drawer presents a real problem, for there is always so much that you would like to put into it. But if you crowd in too much, it is difficult to keep your things in order or to find them in a hurry. It will help greatly if you can find small boxes the right size for handkerchiefs, gloves, and other articles and use these for divisions in the drawer. It isn't necessary to keep the covers, because when the drawer is closed little dust will collect on the articles but the divisions formed by the boxes will help to keep everything in its place.

If you are fortunate enough to have a desk, plan a place for the articles used when you are working at the desk. Remember that a desk isn't a catchall; it is a very useful piece of furniture that will help you to do your studying more efficiently. It can be one of the most decorative pieces of furniture in your room if you give it careful consideration. If you decide on a definite place for all your possessions and keep them in these places, you will find that you will not only save much time and do your work more efficiently but you will also find it easier to keep your good disposition.

Everything in its place. If, along with this habit of keeping articles in certain definite places, you form the habit of putting things back into their places after you have used them, you will have very little more to do toward the daily care of your room. When you come home from school, instead of throwing your coat and hat on the bed, put them at once in their proper places. At night, when you take off your dress, use the hanger instead of the bedpost or a chair, so that your dress will not be mussed in the morning. Remember to put your books on your desk or table when you come in after school and to stack them in orderly fashion after doing your homework.

To show that you understand

- 1 Why should you have a place for everything you wear and use, and keep them in place?
- 2 Describe a convenient arrangement for a clothes closet.

Putting what you have learned into practice

- 1 Inspect your clothes closet to see whether you have a place for everything. Take into consideration the points given in your text for convenient arrangements of clothes closets, or study illustrations in magazines to decide whether your present arrangement could be improved. If so, plan what you consider a convenient arrangement for your clothes.
- 2 Make a chart showing a convenient arrangement for your top dresser drawer. Bring this chart to class for discussion.

UNIT 2

DAILY CARE OF YOUR ROOM

Morning routine. If you have formed the habit of keeping your schoolbooks and supplies and your clothes in place, it will take very little time in the morning to put your room in order. In fact, the day's work will be already well begun.

Before you go to breakfast, open your window, if you closed it when you got up, and pull the covers back over the foot of the bed so that they may air. It is desirable to air a bed before making it because odors with moisture and impurities are given off from the body during sleep. After breakfast straighten your bed. If it has been well made on Saturday, you will not need to take off all the covers. Smooth the lower sheet across the mattress and see that it is well tucked in; then pull up the upper sheet and blankets, being careful to pull out all wrinkles and to keep the covers straight on the bed. Arrange the pillows and put on the spread, which you folded up the night before. If the spread is to cover the pillows, adjust it at the foot of the bed first; then pull it over the pillows and tuck it in under the pillows in the front.

After you have combed your hair in the morning and completed your toilet, be sure that the top of the dresser is in order. Put away the things that should be put away, since things left on the dresser get dusty. When you are tidying up your room, arrange the articles on



top of the dresser and desk so that the lines of the square or rectangular articles are parallel to the lines of the desk or dresser, and the round objects are in positions that seem to set up a harmonious whole.

A plan for work. Perhaps you help your mother with the weekly cleaning of the house by cleaning your own room, or by working with her to clean the whole house. If you are to clean your room alone, first think through the task; then assemble all the equipment that you are going to need; this will probably include clean linen for your bed, a brush to use in cleaning the curtains and any upholstered chairs, a sweeper or a broom, and dustcloths.

The usual procedure for cleaning a bedroom is as follows:

- 1 Air the mattress and bedding.
- 2 Make up the bed with fresh linen.
- 3 Brush the curtains and then the upholstered furniture with a stiff brush.
- 4 Dust the pictures and mirror. The glass in the pictures and the mirrors will need frequent polishing.

5 Remove the dresser scarf; dust the top of the dresser; put on a clean dresser scarf; replace the articles on the dresser.

6 Dust the top of the desk and the articles on it.

7 Straighten the bookshelf and dust the articles on it.

8 If you are not using a vacuum cleaner, cover the dresser top, desk top, bookcase, and



What attention do you give your room every morning?

bed with pieces of clean cloth (old sheets are good for this); then sweep the rugs.

9 Clean the floor.

10 Dust the sides of the furniture.

Making the bed. On the morning when you are to change the bed linen, take off the soiled linen before you go to breakfast; pull the blankets apart and place them over a chair so that there can be a circulation of air through them. Turn the mattress over the foot of the bed to air. Then, when you are ready to make the bed, the bedding will be fresh.

When you begin to make the bed, place the mattress so that the surface on which you have been sleeping is next to the spring. By this turning of the mattress you distribute the wear on it, and keep it smooth. Over the mattress spread the pad with the center of the pad in the center of the mattress, and put on the lower sheet, with the right side up and the wide hem at the top of the bed. Be careful to place the center of the sheet in the center of the mattress (Fig. 1, p. 506). Fold the sheet over the top of the mattress and tuck it tightly between mattress and springs; then tuck in the bottom of the sheet, pulling it taut and firm as you tuck it in between the mattress and the springs (Fig. 2, p. 506). Now miter the corners by bringing that part of the sheet with the hem, which hangs out from the end of the mattress, around flat against the side of the mattress (Fig. 3, p. 506); hold the fold lightly and then tuck in both parts of the sheet under the corner of the mattress (Fig. 4, p. 506). Next, pull the sides of the sheet over the edge of the mattress and tuck them in tightly between mattress and springs, being careful to draw the sheet straight across the mattress (Fig. 5, p. 506). Place the upper sheet right side down on the bed with the wide hem at the top of the bed. (When the sheets are placed this way, the right sides are together; you sleep between the two right sides of the sheets.) Be careful to place the center of the sheet in the center of the bed. Fold the bottom of the sheet over the lower sheet and mattress and miter the corners. Pull the sheet up straight to the head of the bed and smooth out all tiny wrinkles or loose places.

The blanket is placed over the sheet. It should be put on like the

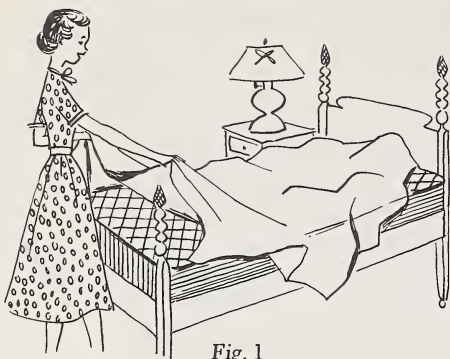


Fig. 1



Fig. 2



Fig. 3

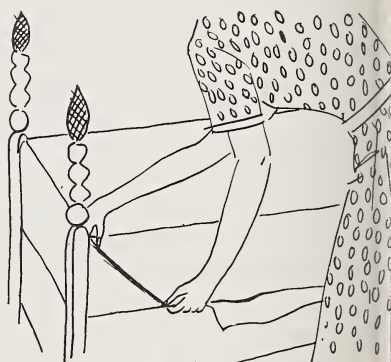


Fig. 4

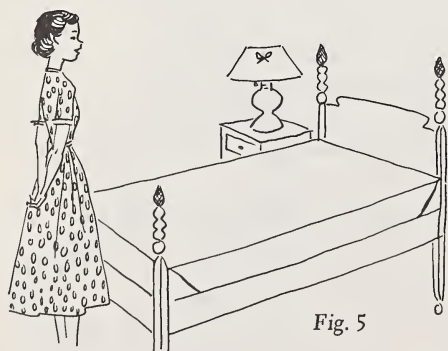


Fig. 5



Fig. 6

sheet. After you have had some practice in making beds, you may do this at the same time that you fold in the upper sheet. After the blanket has been pulled up straight to the head of the bed, turn the top of the sheet back over it; be sure that there is plenty of the sheet to fold over the blanket, as this helps to keep the blanket clean (Fig. 6, p. 506). The blanket and upper sheet may or may not be tucked under the sides of the mattress.

The pillow slips are pulled on the pillows straight; the corners of the feather pillows should be carefully tucked into the corners of the pillow slip.

The manner in which the spread is put on depends upon the type of bed and the kind of spread. The bottom of the spread may or may not be tucked in. The sides are usually allowed to hang straight. If the spread is long enough, it is usually spread over the pillows. In this case it should be tucked under the front of the pillows in a tidy manner.

Cleaning the floor. The procedure to be followed in cleaning the floor will depend upon the type of floor covering which you have. If there is a carpet over all the floor, first, using the proper attachment of the vacuum cleaner, remove the dust along the edge of the carpet; then use the vacuum cleaner to sweep the whole floor. In case you do not have a vacuum cleaner, use a broom to sweep the carpet. When sweeping with a broom sweep the corners and the edges clean and then scatter torn pieces of dampened newspaper on the carpet before continuing with the sweeping. This will help to keep down the dust.

A PROPERLY MADE BED ADDS MUCH TO THE ATTRACTIVENESS OF A WELL-KEPT ROOM

Fig. 1. With the mattress pad in place, put on the lower sheet with the right side up and the wide hem at the top

Fig. 2. Fold the sheet over the top of the mattress and tuck it tightly between the mattress and springs

Fig. 3. Miter the corners by bringing the sheet around flat against the side of the mattress

Fig. 4. Tuck in both parts of the sheet under the corner of the mattress

Fig. 5. After all four corners are mitered, pull the sides of the sheet tight and tuck in

Fig. 6. Be sure that there is plenty of the sheet to fold over the blanket

Brush your hand over the carpet to see which way it feels smoothest. Be sure to sweep as much as possible in that direction. You can not only sweep more easily, you can make the rug cleaner.

If there is a large rug on the floor, clean the rug and then gather the loose dirt from the floor with a mop or a fine-hair brush broom, being careful not to let the mop or broom run over onto the rug, since this will soon soil the edges of the rug. Occasionally you will need to wash the floor with a mild soap and water. When you do this rinse the floor after washing, and dry with a clean cloth. If the floor is to be waxed after it is washed, be sure that even the cracks are dry before you start to wax the floor. If a wax is used that requires rubbing, it is a hard task. Some of the liquid waxes that do not need rubbing give a very satisfactory surface. Waxing is not needed often unless the floor is used a great deal.

If there are only small scatter rugs on the floor, they may be cleaned and then rolled up while the floor is being cleaned. If you live in a community where you may do so, take the rugs out on the porch or into the yard and either sweep them or shake them. This gives them a desirable, fresh appearance.

Dusting. Cheesecloth, because it is soft and does not shed lint, makes a very satisfactory dustcloth. It may be treated to make it dustless by dipping it in hot water to which has been added oily furniture polish in the proportions of a tablespoon to a quart of water. Be sure it is completely dry before you start to use it. Other dustcloths may be made from soft worn clothes; stockings sewed together also make a good cloth for dusting. There are chemically treated dustcloths on the market; some are of cloth, others of paper. When dusting, be careful to wipe the dust up into the cloth. Do not brush it on the floor. The doors, baseboards and any other moldings, window frames, wall shelves, and all pieces of furniture should be dusted with a clean dustcloth. Always be careful not to rub the cloth over the upholstery materials.

Polishing the furniture. Sometimes just dusting the furniture does not make it look clean. In such cases, cleaning and polishing are both necessary. If it is painted furniture, it can be cleaned by washing it with clean, warm water which is not too soapy. Rub the really soiled

parts until they are clean. Rinse the painted surface with clean, warm water, and then rub with a dry cloth until it is dry and shiny. Furniture that has a natural wood finish should be cleaned too, but it is advisable to find out just what the finish is before starting. Your furniture dealer can help you to use the right methods and the right polish for the different kinds of wood finish.

To show that you understand

- 1 What should you do before going to school in the morning to put your room in order for the day?
- 2 Make a schedule for cleaning your room. How does it differ from the one given in your text?
- 3 List the supplies you would need for the cleaning of your room.

Putting what you have learned into practice

- 1 a Make your bed, following the directions given. Time yourself and report the time to the class.
b Make your bed, following the same procedure as in "a," for three successive Saturdays, keeping a record of the time taken. Report to class and compare your record with that of the other members of the class. Through class discussion decide on what you can do to speed up your work.
- 2 a Clean your room, following the directions given in your text. Keep a record of the time required for your cleaning.
b Report to class your plan for cleaning and the success of your work. Report the time taken for your work.

UNIT 3

YOUR OTHER RESPONSIBILITIES IN HOUSEKEEPING

No doubt you have thought about the amount of work which your mother must do every day in order to keep your house clean and in order. If it is a real advantage to keep your own room in order, how much more important it is to keep the whole house in order. It

adds to the health, comfort, efficiency, happiness, and contentment of the whole family. There are many housekeeping responsibilities that you have no doubt already assumed; if these are done willingly and promptly, they may require only a few minutes each day.

The living room. The living room is the center of the home. Here you not only meet other members of the family, but it is here that you meet your friends. This room should be comfortable, cheerful, restful, beautiful, clean, and orderly. Every member of the family should feel some responsibility for keeping it so. It is unfair for anyone to leave his personal things strewn about or to misplace furniture and equipment. If each member of the family puts each article that he uses in its proper place, the housekeeper's job will be simplified and the living room will always be in order.

The dining room. It doesn't take much more than a minute to clear the table after a meal, especially if the whole family helps, and what a satisfaction it is to have that room in order promptly after each meal! The work in the kitchen can soon be finished, and then it is time for study or play. Be sure that all furniture is in its proper place, each chair where it belongs, the floor free from crumbs, and the shades or curtains arranged as they should be.

The kitchen. The kitchen is the room in which usefulness and convenience are the most important considerations. It is the workshop of the house. Do you help to wash the dishes? Is the kitchen so arranged that there is a convenient place to stack the dishes before they are washed and after they are dried? Is the kitchen table so high that you have to reach up to do your work? Is it so low that it keeps you constantly stooping? You might talk over with your mother any improvements that you think could be made. Perhaps there are more convenient ways of arranging the furniture. You may feel more interest in helping with the kitchen chores if a more convenient arrangement can be worked out.

Keeping the bathroom in order. As with the rest of the house, the bathroom may be kept in good order very easily if each person leaves it clean. Each person who uses the bathroom should have a rack, or a part of a rack, assigned to him for his towels and washcloth and some space in the cabinet for his toilet articles. Towels should be hung on

the rack, after folding them once through the middle. Each member of the family should assume responsibility for keeping his own bathroom supplies in order and for leaving behind him a clean tub, basin, and soap.

Cleaning the tub and the lavatory. The bathtub should be washed out every time it is used with a cloth or brush kept for that purpose and soap, either flakes, powder, or cake. The tub should be rinsed with clear water after it is washed with soap. The cleaning cloth should be washed out with soap, rinsed, and spread to dry.

If the tub is cleaned in this manner by each user, it will not need a special cleaning more than once or twice a week. A soap powder or a washing powder which does not scratch may also be used satisfactorily.

The lavatory may be cleaned like the tub. Each user should leave it clean.

Cleaning the toilet. The toilet should be washed daily with a strong soap, a long-handled brush, or a cloth which may be burned afterwards. If a brush is kept for this purpose, it must be kept thoroughly clean and well aired.

Once a week some disinfectant such as chloride of lime or one of the prepared commercial products should be used in cleaning the toilet. A small amount of the disinfectant may be placed in the toilet and allowed to stand from 10 to 20 minutes before the toilet is flushed.

What other responsibilities do you take for keeping your house in good order?



Cleaning the floor of the bathroom. If the bathroom floor is covered with linoleum, it should be cleaned with a mild soap, water, and a cloth. If the floor is tile, a stronger soap will probably be needed as well as a brush to scrub the floor. If a brush is used, it will be desirable to scrub a portion of the floor with the brush and then to go over it with a cloth to take up the water. If the floor is wiped as dry as possible it will be less likely to show streaks. The bathroom rug should be swept or given a vigorous shaking out of doors. Replace the rug as soon as the floor is completely dry. This is a good time to replenish toilet supplies such as soap and toilet paper and to hang up clean towels.

You might try the experiment of planning with your mother a schedule for the duties that she would like to have you perform each day. It will be much easier and more pleasant for you to know precisely what is expected of you. Then you will be able to plan intelligently how to carry out your part of the work in the most efficient way.

To show that you understand

- 1 How can each member of the family help in keeping the house in order?
- 2 What is the usual procedure for putting the dining room in order after each meal?
- 3 What things can you do to help keep the bathroom in order?



CHAPTER SEVENTEEN

Furnishing your room

UNIT I

DECORATING YOUR ROOM

Your bedroom is probably the room that seems most to belong to you, even though you share that room with someone else. There is so much in it that is yours, and so much time is spent in it that it is an expression of yourself.

The first essential of an attractive room, as you have already learned, is cleanliness and orderliness. The second essential is furniture. A bed, dresser, and chair would serve your actual needs, but with the addition of rugs, curtains, and some accessories, the room will be much more attractive and livable.

Have you ever thought of how important a part the things around you play in the expression of character? Consider the impression you

get when you see a room shown on the movie screen. If the room shown has glaring lights, bright-flowered wallpaper, a figured rug, and showy curtains, you expect the person who lives in that room to be gaudily dressed, expressing a bold, showy personality. If you were to see another room shown with warm, glowing lights, mellow, lovely background, rugs of subdued, harmonious designs, and simple creamy curtains, you would expect the people living in that room to be correctly dressed, their every action expressing dignity and charm. It might be interesting to try to imagine what impression your own room would give if it were shown on the screen in the movies.

To make all the changes now that you would like might be very costly, and when they were completed the changed room might not give the impression you had hoped and expected it would. Before you make any changes, you should know something about the application of certain art principles to room decoration. Then when your room is completed it will give you real and personal satisfaction and the impression you desire. You may find that what you already have in your room is fine, and that rearrangement of the furniture with some small changes in background, such as curtains or pictures, will change the room into just what you desire.

To show that you understand

- 1 Explain how a room reflects the personality of its occupant.
- 2 Bring in two pictures cut out of current magazines that reflect two different types of personality.

UNIT 2

CHOOSING AND ARRANGING SUIT- ABLE FURNITURE FOR YOUR ROOM

As an interesting project, let us suppose that you are fortunate enough to be able to select new furniture for your room. One of the first things you would have to decide would be the exact pieces you

What are the advantages of thoughtful arrangements of furnishings?



would need. Unless you live in a very large house, you will want to equip your room not alone for sleeping but for other activities also. You will, no doubt, want to use your room for dressing, reading, studying, sewing, and just sitting.

If your room is to be used in these ways, you will probably select the following pieces of furniture: a bed, a dresser of some kind, a desk, a lamp, a small table, and several chairs. In addition to these pieces of furniture, you will add a few pictures and some small decorative objects.

Bed. Whether you choose a double bed, a single bed, twin beds, or a studio couch will depend upon the size of the room, your own preference in the matter, and whether it will be necessary to make provision for an extra guest. If the room is small, and is to be used for a twenty-four-hour room, a single bed or a studio couch would be more suitable than a double bed or twin beds. Remember, a bed has to be made up every day, and it should be a type that will not take too long to keep in order daily. However, if you enjoy having overnight guests and there is no guest room in the house, you might prefer the double bed, twin beds, or a couch that opens up.

Dresser. It will be necessary to have some piece of furniture to use as a dressing table. This might be either a dresser, a dressing table, or a chest of drawers with a separate mirror. A chest of drawers with a separate mirror is likely to be more beautifully proportioned than a dresser, and the storage space of the two pieces is practically the same. Both have drawers and space on top for toilet articles. Some variation in the depth of the drawers is desirable to make the care and arranging of articles of clothing in the drawers more convenient. A dressing table usually furnishes more mirror space but less drawer space. It is a mistake to choose a dressing table unless there is enough space in the room or in the clothes closet for an extra chest of drawers. The mirror should be large enough to permit you to see more than just your face and shoulders unless there is another mirror in the room.

Desk. Unless there is some other room in the house where you may be alone, it is desirable to include in your own room either a desk or a table which may be used for writing and study. The kind that is chosen will depend upon the other furniture of the room and upon



Simplicity in contemporary design

Dropleaf with simple lines

DESKS

Spinet with folding leaf

Kneehole with brass pulls





the amount of money available. An inexpensive table may be made into a satisfactory place to write and study and can be finished to match the rest of the furniture. The objection to a table is the lack of drawer space.

There are four different kinds of desks which may be used in a girl's room—spinet, Governor Winthrop, kneehole, and cabinet type (page 517). All of these come in different sizes. The kneehole desk and the Governor Winthrop desk have more drawer space, and for the same size, more working surface than the spinet desk. The Governor Winthrop desk, the cabinet desk, and the spinet desk may be closed when not in use, a feature which helps to give a tidy appearance to a room. Be sure to check the height of the working surface. Is it the correct height for you? When you are seated will your knees fit under the top comfortably? Is there room for papers, books, and other necessary equipment for the kind of work you do?

Chairs. The number of chairs and the kind chosen will depend upon the size of the room and the other furniture selected. A dressing table calls for either a stool or a straight chair; a desk or study table also needs a straight chair. Besides these, there should be at least one chair for reading. This chair should be one that is comfortable for you, one that can be kept clean easily, and one that can be moved about the room without much trouble.

Choosing the individual pieces of furniture. After you have decided upon the pieces of furniture, you will need to consider each individual piece. Is it beautiful in itself? Is it durable? Does it harmonize with the room and with the other furniture and furnishings? Is it a design that you really like, one that you will enjoy using and living with every day?

Beautiful furniture. If a piece of furniture is to be beautiful in itself, it must have beautiful lines, good proportions, appropriate decorations, suitable wood, and suitable finish.

An explanation of what is meant by beauty of line in furniture can best be given through an example. The Sheraton chest pictured

Simple materials and careful workmanship often result in unusually attractive effects



Museum of Fine Arts, Boston

Two styles of chests

at the left (A) bespeaks refinement and dignity. There is a dominance of straight lines, but there is enough of the restrained curved line to add grace and to reduce any severeness which might be caused by an overemphasis of straight lines. Notice the ease with which your eye follows from one part of the chest to another. There is a repetition of the curved line from one drawer to the other, which gives a feeling of unity.

Good proportion in furniture means the relation of the height to the width and the relation of the divisions made by legs, posts, drawers, and so on, to the whole and to one another. If these relations vary somewhat in size, they are more pleasing than is the case if they are all equal. Still, there should be enough similarity to

make them seem to belong together. Using the chest again for an example, notice that the width is greater than the height but that the difference is not great. Notice, too, the pleasing variation between the sizes of the drawers. The spaces are graduated from the bottom drawer to the top. The restrained curve which decorates the drawers is repeated in the legs, which are in proportion to the chest.

The decoration on the Sheraton chest of drawers is appropriate to the material and the piece of furniture. It seems to be a part of the structure, and although not used to attract attention to the chest, it does give an added interest to it.

Compare the shape, type of legs, handles, and locks on the Sheraton style chest with those of the ornate chest (B) below it. Do unusual lines and a great deal of ornamentation necessarily result in beauty?

Many different woods, as well as metals, are used for furniture today. The woods most commonly used are gum, walnut, poplar, mahogany, birch, maple, and oak. The kind chosen depends upon the preference of the purchaser, the purpose for which the furniture is to be used, and the amount of money the purchaser can pay for the furniture.

Durable furniture. When you buy furniture, you should know something about its lasting qualities, for even though you select beautiful furniture, it will not remain beautiful unless it is well made. Since so much of the workmanship of furniture is concealed, it is difficult to judge its quality. First of all, it is important to make your purchases from a reliable firm. You can find out a great deal by looking in various shops, asking questions about ways in which furniture is made, and listening carefully to explanations as to why one piece, which is just as good-looking as another, costs less.

Whether a piece of furniture is made entirely or in part of expensive wood, like mahogany or walnut, will make a difference in the price charged. Very little furniture today is made entirely of mahogany or walnut; instead, these are combined with the less expensive woods. The exposed part of a chest of drawers, for example, may be walnut, and the back and insides of the drawers of gumwood or some other less expensive wood. The center splat and the seat of a side chair may be made of mahogany, and the rest of the chair of birch. Or the entire exterior may be a veneer of walnut and the under part made of a cheaper wood. In veneer construction a thin layer of the better wood is glued to another less costly wood. Veneer is often made of rare, expensive woods. Through its use, beauty in the grain of the wood can best be shown. Veneering is an expensive process if it is properly done.

It is not necessary for a piece of furniture to be made entirely of one kind of wood to be beautiful and durable, but if you are to be an intelligent customer, you should not pay for a solid piece when you are getting a combination piece. An honest salesman will be glad to tell you why one piece costs more than another.

In selecting a piece of furniture with drawers, pay careful attention to the drawers. Do they slide easily and smoothly? Is there a



A well-lighted room

partition between the drawers to keep out dust? Is there a center slide for the drawer to slide on? Such a slide will keep the drawer from twisting and allow it always to pull straight. Is the bottom of the drawer fastened securely? Are the joints secure? Is the back of the chest finished smoothly without visible pieces of glue? Are the handles securely fastened? If there are no legs on the chest, is there a setback space underneath, so that you will have a place for your toes when you stand in front of it?

Lighting. The lighting of a room is extremely important. Correct light will help you to do your work well with much less eyestrain. A visit to a store selling a wide variety of lighting fixtures

will be a valuable experience. Ask about the various sizes of bulbs. Ask where to use the different sizes most effectively. The lamp shade may add greatly to the beauty of the room, but shades should be so constructed that they will serve their purpose as well as look beautiful. Shades should be made of materials and of a design that can easily be dusted and kept clean. The base, or standard, of the lamp should be designed so that it will not tip over easily; and the fixtures on the shade should be designed so that the shade will stay firmly fixed on the lamp. It should harmonize with the rest of the room and its furnishings.

Lamps. The lamps selected for your room will depend somewhat upon the amount of money available. Provision should be made for general illumination of the room and for specific illumination at the dressing table, the desk, and the reading chair. A central ceiling light

may take care of the general lighting. Either wall lights or small table lamps may be used for the dressing table. These lights should be designed to serve their purpose and not be merely pretty lamps. A portable floor lamp may serve both the desk and the reading chair. With the new type of indirect lighting it would be possible to get along with just the one floor lamp.

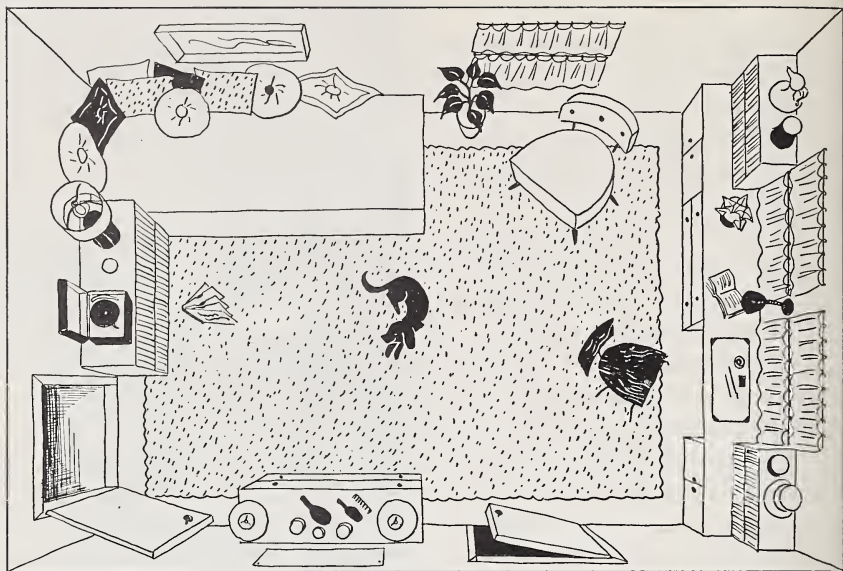
If the room is large enough to accommodate more furniture, a bedside stand, a small table placed near the reading chair, and bookshelves would add to your comfort.

Arranging furniture. Even though you have selected beautiful and durable furniture for your room, you will not have a beautiful, satisfying room unless the furniture is well arranged. In deciding on the arrangement, consider both beauty and convenience.

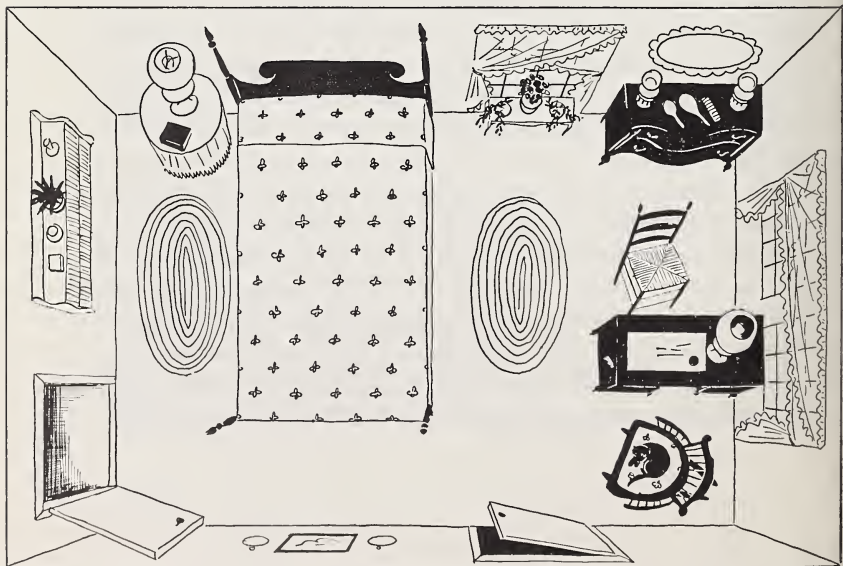
Large pieces of furniture should be placed in line with the structural lines of the room. This gives order and dignity to a room; a haphazard arrangement, such as placing a bed across a corner, results in a feeling of confusion and restlessness. After the large pieces are placed, the smaller ones should be arranged in units to produce a balanced effect and to create interesting groups for carrying on the activities of the occupants of the room.

More often than not the builder has decided where the large pieces of furniture, the bed and the dresser, must be placed. Usually there is just one wall space large enough for the bed and one for the dresser. However, if there is a choice, the bed should be placed so that the light from the windows will not shine into the eyes of the sleeper, and the dresser placed so that the light falls on the mirror from the side rather than the front. For convenience, the dresser should be placed near the closet.

After the bed and dresser are located, the desk, the desk chair, and the lamp may be placed in one unit, and the reading chair, end table, and floor lamp in another unit. If the room is small, one unit may be made of the desk, chair, lamp, and the reading chair. In either case, the smaller unit or units should be placed where they will give a balanced effect to the whole arrangement. You will be able to determine whether or not the room is balanced by standing in the middle of it and looking around. If you feel that it is heavier on one side than



Which of these two arrangements of the same room do you prefer? Explain how problems of comfort and efficiency are solved in each room



on the other, there is too much furniture on that side. Try moving the smaller units and continue to make adjustments until the balance of the room is pleasant and restful. Do not be discouraged if you have to try several arrangements.

The individual grouping of furniture should be such that the distance between the pieces of the group is less than the size of the pieces. This insures unity in the group and a rhythmic movement, which is pleasing. If the different pieces are placed so that the eye easily travels from one piece to another and not off at a tangent, there is rhythmic movement in the room. Be careful when placing the furniture to keep the area in front of doors free for passing, and space in the middle of the room for comfortable moving about.

A picture or two on the walls adds a note of interest. In hanging a picture, place it low enough over some piece of furniture to produce a feeling of unity. Generally, the center of interest of the picture should be on a level with your eye. Small pictures look best when hung flat against the wall with the cord concealed. If the picture is large, it may be hung by two wires running parallel to each other and to the sides of the picture. Sometimes a cord which is more decorative is used in place of the wires.

To show that you understand

- 1 What pieces of furniture are necessary to furnish a bedroom? If the room is also to be used for study, what other pieces would be desirable?
- 2 What factors should be taken into consideration when you select a bed?
- 3 What pieces of furniture may be used for a dressing table? What are the desirable qualities of each?
- 4 Name the different types of desks that are suitable for a bedroom. What are the good points of each?
- 5 How should you decide on the number and kind of chairs which you would buy for a bedroom?
- 6 What type of illumination should be provided in a bedroom?

- 7 What points should be taken into consideration in deciding on individual pieces of furniture?
- 8 What makes a piece of furniture beautiful?
- 9 Explain why chest A on page 520 is beautiful and chest B is not so beautiful.
- 10 What is meant by good proportion in furniture?
- 11 Why is the decoration on chest A on page 520 more beautiful than that on chest B?
- 12 What woods are most commonly used in furniture?
- 13 How can you determine the durability of a piece of furniture?
- 14 What is veneered furniture? How does it compare with furniture made from a solid piece of wood?
- 15 What points should you keep in mind when selecting a lamp for your room?
- 16 Give some general rules to be used in arranging the furniture in your room.

Putting what you have learned into practice

- 1 List the pieces of furniture that you now have in your room. What pieces are most useful? Would you make any changes? Give your reasons.
- 2 Either trace or cut from magazines pictures of pieces of furniture which you consider suitable for your room.
- 3 Mount these and write a short description under each, pointing out why it is beautiful.
- 4 Make a drawing of the floor plan of your room. Draw it to scale; that is, take some unit of measure to equal 1 foot of the room measurement. One-quarter or one-half inch to represent 1 foot makes a good unit. (If you have graph paper, you will find it much easier to use than trying to make your own graph.) Indicate the doors, windows, and radiator, or any other built-in features.
- 5 Draw rectangles to represent the different pieces of furniture, which you now have in the room. Draw these to scale also. Cut them out and label them.
- 6 Arrange the make-believe furniture in its proper place on your floor

plan. Trace around these figures and label the shapes on the drawing. Consider all the points given in the text.

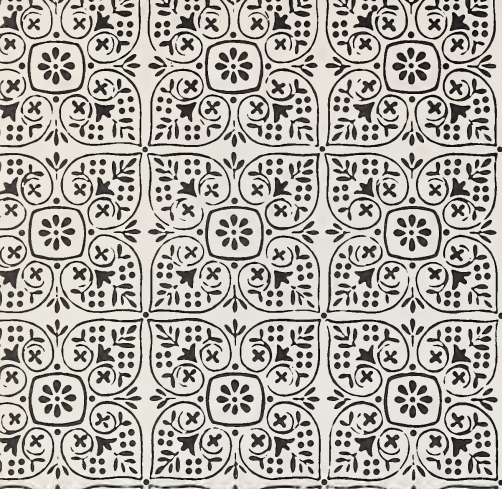
- 7 Make another drawing of the floor plan of your room to scale and make sketches of additional pieces of furniture that you would like to add to your room. Place the furniture in the most convenient and pleasing arrangement. Give reasons for your selection and placement of furniture. How does this second plan differ from the first?

UNIT 3

CREATING A PLEASING BACKGROUND IN YOUR ROOM

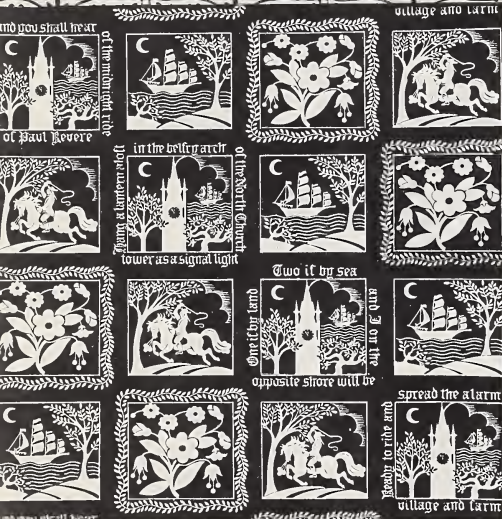
The walls as a background. If you were asked to call to mind the most beautiful room you had ever seen, in all probability you would not be able to describe the walls or ceiling or floor, for in most beautiful rooms these are inconspicuous. They furnish the background of the room. It is against these that the furniture which occupies a room must be seen. If the background areas of a room are to become really backgrounds, a surface against which other things are seen, they must be kept plain or simple in design. Imagine a picture of yellow flowers hung on a wall covered with bold sprays of morning-glories! Again, imagine a wing chair upholstered in a soft green cloth embroidered in harmonizing colors against the wall of bold sprays of morning-glories! In the first instance a pretty picture was spoiled and in the second a beautiful chair was spoiled, because the walls were treated as a decorative unit instead of as a background.

Now imagine your picture of yellow flowers hung on a soft light-blue wall. In this case you have a perfect background. The yellow flowers will stand out against the plain background of a contrasting color. Picture the green wing chair embroidered in a variety of soft colors in a room with a light yellow wall. The beauty of the chair is made more evident because of the plain contrasting color of the background surface.



Patterned walls. You may be thinking at this point, "Shouldn't you ever use wallpapers with a pattern?" Yes, in some rooms they are most effective, even more effective than plain walls would be. A patterned wallpaper will help make a large, sparsely furnished room more homelike. A striped wallpaper will make a low ceiling seem higher. Patterns on the walls add interest to an otherwise too plain room.

In choosing a patterned material for a background, however, you must be careful about the kind of pattern. A background pattern should "stay in place." It should never seem to come to meet you as you enter a room. In trying to judge whether a patterned wall stays in place, remember that those designs in which there is very little difference in value between the pattern itself and its background are inconspicuous, and also that patterns which are in scale with the room and its furnishings are less conspicuous than those which are either too large or too small for the other things in the room.



Baillet Wallpapers, Jacobs & Company (center)

Samples of wallpaper. Which design would you choose?



Ceilings. Ceilings should be light, so that there will be an impression of spaciousness. White is likely to be glaring, but the use of tints will still keep the effect of light and seem more restful than white. If there is a picture molding in the room, it should be placed against the ceiling. If, for some reason, it is not, then the ceiling color should be brought down to it; this gives the impression of a lower ceiling.

Woodwork. The woodwork is a part of the background of the room; therefore it should not be too different in color or treatment. If the natural finish of the wood is used, then all other backgrounds should be made to carry out this effect in color.

The floors as a part of the background. In our bedrooms very often the floor is of finished wood, with small scatter rugs placed here and there. This is a practical floor covering for this type of room but one that is difficult to arrange attractively. In using this type of floor covering, the rugs should be placed where they will really serve their purpose, but care should be taken to see that the lengthwise edges of the rugs are parallel to the length of the furniture in front of which they are being placed. For a large rug or an all-over floor covering, a dark value of color should be used to give a feeling of stability to the room. A plain carpet will give a room the maximum appearance of size. Does this mean that figured rugs and carpets should not be used? No, but a figured or patterned carpet is more difficult to use successfully. When used, the pattern should be one that is subdued, one that will seem to stay on the floor, and one that is in harmony with the other decorative features of a room. A patterned dining-room rug is more practical than a plain one because it does not show the soil from crumbs so easily.

The materials used for rugs should be rich, soft, and warm in texture. It should be durable and easily kept clean.

Relation between ceiling, walls, and floor. Ceilings are usually the lightest part of the room. The floor is the darkest, and the walls an in-between value. This relation of dark at the bottom, medium value on walls, and a light ceiling gives a feeling of stability.

A dark ceiling gives the same feeling of being shut in that one has when the clouds are low and dark. However, a dark ceiling is sometimes desirable; for example, when the ceiling is too high for the proportions of the room it is a good idea to make it appear lower by

decorating it in a darker color than that of the walls. A low ceiling makes a room seem cozy and less formal than a high ceiling. Generally, however, rooms are more pleasing when they have light ceilings, but seldom should they be white unless the walls of the room are white.

Color may be used to relate, or tie together, the floor, walls, and ceiling of a room. This can be done by using the same color in different values or through the repetition of the same color in these areas. An example of the first method would be a room done with a dark-brown carpet, tan walls, and an ecru ceiling. In the second example, that of repeating colors, we might have a green carpet, a cream-and-green figured paper, and a tint of the green in the ceiling. This does not mean that the same color is always used on the floor, walls, and ceiling. A beautiful room may be decorated with the walls and floor done in contrasting colors. For example, the floor may be green and the walls a plain cream. In this case, something else in the furnishings will be used to tie the large areas together; for example, long draperies with green predominating may do it.

To show that you understand

- 1 What parts of a room make up its background?
- 2 What can you do in decorating a room to keep these areas truly backgrounds?
- 3 When is it desirable to use a patterned wall? How can a patterned material be used as a background?
- 4 What impression does a light ceiling give a room?
- 5 When is a dark ceiling desirable?
- 6 When is it desirable to use small scatter rugs? When a plain carpet? When a figured carpet?
- 7 How should the ceiling, walls, and floors of a room be related in value (light and darkness)?
- 8 How can color be used to tie together the ceiling, walls, and floor of a room?

Putting what you have learned into practice

- 1 From a collection of samples of wallpaper, select one that has a good background pattern. Explain what has been done to make it a good background pattern. Select another that is a decorative pattern. Explain why you think it is decorative.
- 2 Get samples of carpet materials. Notice the different ways in which the carpets are made.
- 3 Describe a room in which each sample could be used.
- 4 Look through magazines for pictures of furnished rooms. Select one which shows the floor as the darkest and the ceiling as the lightest part of the room. Select one which violates this rule. Compare the two rooms as to the feeling of stability and pleasing effect.
- 5 Look through magazines for some colored pictures of furnished rooms. Select one or more in which the color is repeated in the floor, walls, and ceiling. Select some pictures in which the color is not repeated in these areas. Are both rooms equally beautiful? If not, can you tell why? If they are, can you explain why?
- 6 Study your own room. How are the floor, walls, and ceiling related as to values and colors?

UNIT 4

CHOOSING SUITABLE CURTAINS FOR YOUR ROOM

Purpose of curtains. Curtains may be used to add a decorative note to the room, to regulate the light, to frame a pleasing view or shut out an ugly one, or to give privacy. They may have one or all of these functions.

Well-chosen curtains will always improve the appearance of the room. They may add color, design, and activity to an otherwise too plain room; or they may add quiet and dignity to a room which already has pattern in the wall and carpet. Plain curtains in the same hue as the walls of a room will make a small room look larger, while a patterned curtain material will tend to decrease the size of a room.



Kinds of curtains. There are two kinds of curtains, glass curtains and draperies. Either or both may be used at windows. The glass curtain is made of transparent material and is hung next to the window glass. The draperies may be made of thin or of heavier material. They may be draped back or hung straight. In the absence of roll shades or Venetian blinds, draperies may be pulled across the windows for privacy or to exclude the light.

Curtain materials suitable for bedrooms. The material used for curtains will depend upon their purpose and upon the other furnishings. Draperies are used in rather elaborate bedrooms. In a simply furnished room, glass curtains are usually sufficient.

Glass curtains are usually made of thin material such as voile, dotted Swiss, marquisette, or nylon. Drapery materials for bedrooms include chintz, cretonne, pongee, and gingham.

Color in curtains. The color used for the curtains must always harmonize with the other colors in the room. It should repeat the hue used either in the walls, the

Three treatments of curtains. What are the advantages of each treatment?

rugs, or the upholstery of the large pieces of furniture. Curtains account for too large an area in a room to be considered apart from its important colors. If they are to form a part of the background of the room, they should be similar in hue, value, and intensity to the coloring of the wall; but if they are to be used as a decorative note, they may form a contrast to the walls.

Picture to yourself a small room with many windows; then picture this room with soft gray-brown walls and draperies of green in the same value and intensity. These draperies form a contrast with the walls and for that reason make the room appear smaller. If we were to change the green curtains for light tan ones, the walls and curtains would blend together and so make the room appear larger.

In choosing curtain materials, it is well to hold them up to the light in order to get the effect of the light shining through them. A delicate yellow voile will produce an effect of sunlight which is especially pleasing in a room with a northern exposure. Then, too, some cretonnes are much more effective when light shines through them.

Line and proportion in curtains. If the proportions of the windows are pleasing and the woodwork is attractive, the curtains should be hung inside the window frame. In this case the woodwork forms a frame for the curtains. On the other hand, when curtains are hung to cover the window frame, the window appears wider.

When it is desirable to have the window frame show, the glass curtain comes to the sill. In case the window frame is to be covered, the glass curtain extends to the bottom of the apron (the woodwork below the sill). Glass curtains are usually hung to the floor in a formal room and to the bottom of the apron in an informal room. However, the length of the curtains may be influenced by the effect they will make on the height of the ceiling.

Curtains may hang straight or they may be tied back. When they hang straight, the lines of the curtain conform to the lines of the window. This produces a quiet effect in the room. If there are curved lines in the furniture, this line may be repeated in the curtains by draping them back from the windows. Where curtains are draped back, light and air can more readily enter the room, and the occupants can more readily see out.

To show that you understand

- 1 What is the purpose of curtains?
- 2 What is the distinction between glass curtains and draperies? What type of material may be used for each?
- 3 Name some materials suitable for bedroom curtains.
- 4 What things should you consider when you choose the color for the curtains in your room?
- 5 When should curtains be hung inside the window frame? When should they cover it?
- 6 How does one decide on the length of curtains?
- 7 When do you use straight curtains? When tie-back curtains?

Putting what you have learned into practice

- 1 From pictures of colored interiors found in magazines, select one in which the curtains are a part of the background.
- 2 Select another picture in which the curtains are used for decorative purposes.
- 3 Explain how the color of the curtains in the two pictures is related to the color scheme of the room.
- 4 Trace from a book, or cut from a magazine, pictures of curtained windows which produce the following effects:
 - a Increase the height of a room.
 - b Decrease the height of a room.
 - c Increase the size of a room.
 - d Decrease the size of a room.
 - e Produce a quiet background.
 - f Produce a decorative effect.
 - g Increase the apparent width of the window.
 - h Show the woodwork of the windows.

WHAT MAY YOU MAKE
FOR YOUR ROOM?

You will find that making things for your room can easily become one of your hobbies. Jane has just learned to hemstitch. She has selected some coarse linen, just the right color for her room, and is making a dresser scarf. Lois's mother enjoys making attractive and useful things for the home by crocheting, and Lois has decided to make a dresser set with a crocheted edge, so that she and her mother can spend time at their hobbies together.

Did your grandmother make beautiful quilts? If so, she undoubtedly did not work at them steadily; instead she probably kept her workbasket handy and used her block piecing as pickup work, just as you might keep some kind of handwork ready for pickup as one of your hobbies. A workbasket hobby has all kinds of interesting possibilities.

Making things for your room will often reduce the cost of the article. But, most important of all, what you make will be just right in line, color, and design for your particular needs. It will help you to express more vividly your own individuality and you will have the constant pleasure of knowing that you did it. When your friends admire your room and envy you the effect which you have created, you will feel that your pride in your handiwork is justified.

Curtains. Since the techniques invoked in curtain-making call for more skill in sewing than you probably have developed, you will need help in making curtains.

In looking through one of her mother's magazines, Mary Smart got the idea of replacing the worn dotted swiss curtains in her room with a printed cotton material. She thought this would give some needed color to her room without adding too much expense. When she discussed the problem with her mother, Mrs. Smart agreed to help her with the cutting and planning of the project. Mary thought that she could do the basting and stitching. They chose a material with a neutral background, to match the walls in the room, with an accent of

red in the small figures. They made the curtains with a ruffle across the top to add a little softness. By using some of the same material for a ruffle under the tailored-top bedspread and a matching red material for a pillow in the chair, they improved Mary's room considerably.

Pattern in curtains. Design or pattern in curtain materials usually concerns drapery materials. Glass curtains are generally made of white, cream, or pastel colors with variety or interest added through the weave rather than through a color or design.

If you have pattern in your wallpaper and a figured rug, you should use plain colored draperies rather than ones with designs in them. Pattern, whether it be in rugs, wallpaper, or draperies, produces movement. That is, your eye will be led from one part of the design to another. You can see thus that too much pattern in a room leads to confusion.

On the other hand, when the walls are plain and the rugs quiet in effect, you may wish to add some pattern in the draperies of your room. The patterned material you choose will depend upon the size of your room as well as upon the other furnishings. The size of the design in the curtains should be kept in scale with the size of the room, and the character of the design in character with the other furnishings. A very large bold design would be out of keeping with a small room otherwise daintily furnished.

Dresser scarf. A simple, well-proportioned cover for the top of your dresser or chest of drawers will add a bit of interest in color and will help to preserve the finish of the wood surface. The scarf should not hang over the edges. Some of the wood may show around the edge of the cover. You might even work out a design for the use of several small doilies. As you are making the plan, consult your teacher or your mother about edge finishes and decorations that would be suitable.

Bedspread. Bedspreads are often made of unbleached muslin, cotton taffeta, English broadcloth, colored cotton crêpe, calico, percale, gingham, or any similar material suited to the design of the room for which intended. Bedspreads should be of durable material and simple design, made in a way that will permit them to be removed quickly and kept in order easily.



Good Housekeeping

The design of the draperies is repeated in the covering of the day beds

Measurements for the tailored types of covers can be made on the bed. Where the seams are to be, a decoration of cording, rick-rack braid, or some special type of trim can be used.

Cushions and slip covers. Cushions or slip covers, if used in your room, can often be made at home. If you have had some experience in sewing and if someone can give you special help, they can be a most interesting problem for you, offering opportunity for originality of design and skill in workmanship which you will enjoy. Attractive cushions and slip covers help to give style to a room.

Rugs. Collecting or making rag rugs of all types, such as braided, hooked, knitted, or crocheted rugs, is an interesting hobby. Do you have some lovely old hooked rugs in your home that were made by your grandmother? The family enjoy them, often because they represent the work and thoughts of one's own kinswoman in the years long since past. Perhaps some of your friends would like to help you collect

materials of the right colors and textures to be combined in your rag rug—a "memory rug"!

Painting and refinishing furniture. It may seem easier for a girl to plan things to do with her mother and sisters than it does to do things for the home with her father and brother, but, if any of your furniture needs repairing, try talking it over with the men of the family. They may not wish to help, but perhaps they can tell you where to get the needed help. You may also get ideas for refinishing furniture from books and government bulletins.

When the Browns moved into the neighborhood, Mrs. Brown was really worried about furnishing the extra bedroom in the new home. Before purchasing new furniture, the Browns decided to see how their old furniture could be arranged in the rooms. To their surprise, they found that by refinishing an old chest that had been in a hall and using two chairs and a small table not needed anywhere else, they could furnish the extra room with all the necessary pieces except a bed. The next problem was to plan a way of refinishing the old pieces so they would harmonize and to select a bed that would be in harmony with them. After some careful shopping, the bed was purchased. They found a friend who gave them directions for refinishing the old pieces. All the family worked hard to make this room complete and attractive from odds and ends. What pleasure they all felt when their first guest expressed admiration for the beautiful room!

Try making things for your room if you want some real fun and a hobby that you can always find pleasure in. Observe, too, how much more interest home-decoration and home-furnishing magazines will have for you as you begin to look for new ideas for your own use. Watch advertisements for furniture designs, as well as for other decoration ideas. Some girls discovered that period rooms in museums were full of ideas for them, once they became interested in line, color, materials, and all the other features one considers in planning an attractive, comfortable room.

To show that you understand

- 1 What are the advantages of making some of the furnishings for your room?
- 2 Tell how Mary Smart solved her curtain problem.
- 3 What points would you consider when choosing a pattern in curtains?
- 4 How should the cover for your dresser be related to the shape and size of the top of the dresser?
- 5 Of what materials are bedspreads often made?
- 6 What qualities should you consider when choosing material for a bedspread?
- 7 What kinds of rugs might be made for your bedroom?
- 8 How did the Browns solve their furniture problem?

Putting what you have learned into practice

Study again the plans you made for rearranging or refurnishing your room. List the things you would like to make, or the things that you think would cost less if you made them.

If it is practical for you to make some of these things, make a plan for the work, including colors and directions.



CHAPTER EIGHTEEN

Caring for the sick at home

UNIT I

WHY SHOULD YOU LEARN HOW TO CARE FOR ILLNESS?

In communities where people have little money, there are usually too few doctors and nurses to give adequate medical attention. In time of war this condition exists in all communities because doctors and nurses are transferred from civilian practice to the medical staffs of the armed forces. While effort is made to take these trained people from communities that can best afford to lose them, there always remain too few doctors and nurses to administer to the sick.

It would be possible for the majority of our people to keep well with less medical care than they are accustomed to having if they

would practice the laws of health, including the wise choice of food and its preparation; if they could recognize the symptoms of illness accurately enough to determine when the services of a doctor are necessary; and if they could effectively take care of the sick in the home.

In this section of the book we shall treat the symptoms of illness and the care of the sick in the home. Elsewhere we have discussed health rules and the selection and preparation of food. (See Chapters Six, Seven, Eight, and Nine.)

To show that you understand

- 1 What are the reasons for studying home care of the sick?
- 2 Do you know any other reasons why a girl of your age should know something about the care of the sick in the home?

UNIT 2

RECOGNIZING SIGNS OF ILLNESS

While it is a waste of time and money to call a busy doctor when he is not needed, it saves time, money, and human life to call a doctor in the early stages of a disease rather than to wait until complications set in. Therefore it is desirable to know how to recognize the signs of illness.

Some of the usual signs of illness are fever, pain, abnormal sluggishness, and irregular pulse and respiration. Every adult should be able to take body temperature, to count the pulse and respiration, and to interpret these facts in the light of normality.

There are many other signs of abnormal physical conditions which a mother soon learns to observe, such as the condition of the skin—its dryness, pallor, smoothness, or lack of smoothness; the tone of voice; general mental state; luster of the eyes; general posture; congestion in throat and nose; and the condition of the feces and urine.

Body temperature. The normal temperature of the average adult is 98.6° Fahrenheit, taken by mouth. This temperature varies some-

what according to the time of day, being lower in the morning and higher in the afternoon. The temperature of children runs slightly higher, and in old age the temperature is usually below normal. Everyone should know his normal body temperature. Never take the body temperature until one-half hour after bathing, drinking, or eating. These processes affect the temperature of the body.

Reading a clinical thermometer. Every household should own a clinical thermometer. Such a thermometer is rounded on one side with a triangular edge on the other, marked in degrees and tenths of degrees ranging roughly from 94° to 110°. When reading the thermometer, turn it so that you can look through the triangular edge, which magnifies the numbers.

Taking a patient's temperature. Body temperature may be taken by placing the bulb of the thermometer under the tongue, in the rectum, or in the armpit of the patient. When the patient is able to hold the thermometer in her mouth without breaking it, her temperature is usually taken there. The temperature of small children and infants is taken by rectum. The armpit, or axilla, is used less frequently for taking temperatures than the mouth or rectum, because it is less reliable. The rectal temperature is from one-half to one degree higher than that of the mouth, while the axillary temperature is from one-half to one degree lower than that taken by mouth.

When taking a patient's temperature, first wash your hands with soap and water and dry thoroughly; then shake the mercury down by grasping the thermometer at the end opposite to the bulb, and giving it a quick shake by snapping the wrist. After the mercury has reached 96 degrees, rinse the thermometer under cold running water. For mouth temperature place the thermometer under the patient's tongue and let it remain there for at least three minutes. See that the patient keeps her lips closed. When you remove the thermometer from the patient's mouth, wipe with dry cotton before reading it.

The pulse. The pulse rate measures the rate of the heartbeat. The rate, regularity, and strength of the pulse are significant in determining the physical and mental state of a patient.

The pulse rate varies with sex and age. At birth it ranges from 124 to 144 beats per minute. During the first year it falls to about

115, and the second year to about 105. The average for women is from 75 to 80 beats per minute, and for men it is about 70 beats per minute. Older people usually have a slower pulse than younger people, and tall people a slower pulse than short people. However, the very old have a rapid pulse. A healthy pulse is regular and strong.

It requires some practice for a person to become skilled in taking the pulse. It is often taken with the patient lying down, and it may be taken wherever a large artery comes near the surface of the body and against a bone. However, it is usually taken by placing two of your fingers on the patient's wrist at the base of her thumb. When you can feel the flow of blood through the artery and are able to count its pulsation, note the position of a second hand on a watch and count the rate for one minute. You may count for one-half minute and double your count. Record the pulse rate and the temperature.

Respiration. When we speak of respiration, we mean breathing. An adult usually breathes from sixteen to twenty times a minute; babies, from thirty to thirty-five times a minute; and small children, from twenty to twenty-five times a minute. Healthy people breathe noiselessly and regularly. When the patient makes a noise in breathing, report the condition to the doctor. The respiration count should be taken when the temperature and pulse rate are noted, and recorded on the bedside chart. Since any emotional disturbance affects the rate of respiration, do not let the patient know when you are counting his rate of respiration. This may be done by noting the rise and fall of either her chest or the bed clothing. Use a watch with a second hand when taking the respiration count, as you do when taking the temperature and pulse rate. Count for one full minute.

Calling a doctor. Usually, in case of illness, your mother or father would take the responsibility for calling the doctor; but if your mother should be ill when your father is away from home, you may need to do this. Would you know the number or the doctor to call?

Some families take care of this matter by listing the name and telephone numbers of their family physician in a place where all members of the family would know where to find it. In some telephone directories there is a place for listing names and numbers needed in case of emergency calls or for those frequently called.

It is desirable for a family to have a family physician. When a doctor knows the health record of his patients, he can give them more effective service in a minimum of time. If your parents have not had occasion to select a doctor, you might ask them to tell you which one they would prefer in case it were necessary for you to call a doctor. Then you can add this name to your list of emergency telephone numbers.

To show that you understand

- 1 Why should you know how to recognize the signs of illness?
- 2 Name some usual signs of illness.
- 3 What is the normal body temperature?
- 4 Is your normal temperature the same at all times of day? Explain.
- 5 Where may the temperature be taken?
- 6 Give directions for taking the temperature.
- 7 What does the pulse measure?
- 8 What are the characteristics of a healthy pulse?
- 9 Approximately what should your pulse be?
- 10 Where is the pulse taken?
- 11 Explain how to take the pulse.
- 12 What is meant by respiration?
- 13 What should your respiration be?
- 14 How would you take the respiration of a bed patient?
- 15 What is likely to cause variations in the respiration?
- 16 What is the advantage of having a family physician?
- 17 Is your doctor's telephone number listed where you can get it readily?

Putting what you have learned into practice

- 1 a Examine a clinical thermometer. What is the lowest temperature which can be recorded by the thermometer? the highest?
b Hold the thermometer in your right hand near the end opposite the bulb, and rotate it until you are able to see the numbers and mercury in the tube.
c Place the thermometer in a glass of cool water for three minutes.

Remove the thermometer; wipe with a small piece of dry cotton, using a rotary motion, working from the top to the bottom of the thermometer. Read the temperature. Have your teacher check your reading.

d List the steps given above for taking temperature by mouth.

e Following your outline, take the temperature of one of your classmates.

f How does your temperature compare with that of your companions?

2 a Following the direction given above for taking the pulse, take your own pulse. Record the results.

b Take the pulse of two of your classmates. Record their pulse rates. Have your teacher check your method of procedure and results.

c How does your pulse rate compare with the rates of your companions?

3 a Have one of your classmates sit quietly and read a few pages in one of her books. While she is reading, count her rate of respiration. Record the results. How do they compare with the normal rate for a girl of her age?

b Count the respiration of a member of your family when she is not aware that you are doing it. Ask a member of your family to do the same for you.

c Compare the results with the average rate of respiration for people of your age.

UNIT 3

MAKING A BED PATIENT COMFORTABLE

Getting a room ready for the patient. Usually a sick person prefers staying in her own room if it can be made comfortable for her and is conveniently located for the person who is to take care of her. If another member of the family has a bedroom which would be more

suitable for the patient than her own room, no doubt a change could be made. The sickroom should be large enough for the person doing the nursing to get around the bed without having to disturb the patient. It should also be well ventilated.

When the sickness is to be of long duration, the patient may be made more comfortable and the nurse's work lightened if the regular bed can be replaced with a hospital bed equipped with a device for raising the head, the feet, or the knees. Another advantage of the hospital bed is that the mattress is high enough from the floor to allow the nurse to work comfortably over the patient. In some localities such a bed may be rented. If this cannot be done in your locality and if you and your mother feel the need to have the bed made higher, it can be done by placing a block under each leg. The base of each bed block should be wide enough to ensure a firm foundation for the bed. Have the blocks made about twice as high as they are wide. In one end of each block have a hole large enough to receive a leg of the bed. The hole should extend deeply enough to ensure a firm support. If the leg of the bed is long enough, make the hole extend halfway through the block. The taller the block has to be to raise the bed the desired height, the wider the base of the block must be.

Keeping the room comfortable for the patient. Arrange to have fresh air in the sickroom, but without a draft over the patient. This may be done by placing a screen or an improvised screen in front of an open window. Several times a day protect the patient with an extra blanket and possibly a screen near her bed, and then open the windows for a few minutes to give a complete change of air in the room.

It is necessary to watch the temperature of the sickroom. Most bed patients are comfortable at a temperature of about 70 degrees. Do not allow the temperature to get too high. Cool air is more healthful than hot air.

If possible, place the bed in the sickroom so that the patient can see out without having the light from the window strike her eyes. Arrange the shades from time to time to make the light comfortable for the patient. If the patient is very sick, you may need a light in the room all night. Be sure that it is shaded, so that it will not interfere with the rest of the patient. You may use one of the night lights that

give a medium soft light. If your patient is very young or restless, it is safer to place the light away from the bed.

Of course, it is imperative that a sickroom be kept clean and orderly at all times. The bed linens should be changed often enough to keep them free from odor and body secretions. All wash water and excretions from the body should be removed from the room promptly.

Sick people are often annoyed by small recurring noises, such as the rattling of doors and windows or the flapping of shades. The nurse should see that all such noises are eliminated. She should also keep all necessary equipment and the patient's personal belongings in order. Orderliness creates a restful atmosphere, which is necessary in a sickroom.

Preparing a bed for a patient. Directions for making a bed for a well person are given on pages 505-507. When making a bed for a sick person, you would add a drawsheet and possibly a rubber sheet. A drawsheet is an ordinary bed sheet folded crosswise, and placed tightly over the bottom sheet across the middle of the bed slightly toward the top. When needed, the rubber sheet or a substitute for it, such as a piece of oilcloth, an old raincoat, or a newspaper, is placed under the drawsheet. Both the rubber sheet and the drawsheet are firmly tucked under the mattress.

Helping the patient maintain a comfortable position in bed. When a person is in bed for any length of time, she needs to change her position frequently. Pillows are indispensable in making a bed patient comfortable. An extra pillow may be used to support the patient in a sitting position; to put under her knees to rest the muscles in her legs and abdomen; to support her back when lying on her side; and to protect part of her body from the weight of the covers.

Though pillows are useful in propping a patient up in bed, a stronger support is often needed. A side chair turned over with its back well under the patient and its legs toward the head of the bed, with a pillow or pillows, makes a comfortable support.

Some patients have difficulty in keeping themselves from slipping down in the bed. Various devices are recommended for this. A swing, made by folding a pillow or pillows over a stick as long as the width of the bed and tying a heavy cord on the ends of the stick, may be



American Red Cross

A foot rest will help to keep the patient from sliding down toward the foot of the bed

used. Have the patient flex her knees, and place the padded stick against her upper thighs. Tie the cords around the head of the bed. In some cases, a rolled blanket placed at the feet of the patient is effective.

To show that you understand

- 1 If the patient's bed is a very low one, what could be done to make the nurse's work easier?
- 2 What room temperature is best for the sick-room?
- 3 How can the sick-room be aired?
- 4 Where should the patient's bed be placed in the room?
- 5 What provision should be made for light at night?
- 6 What is a drawsheet?

- 7 What could be used in place of a rubber sheet?
- 8 What devices can be used to keep the patient from slipping down in bed?
- 9 How may pillows be used to make a patient more comfortable in bed?

Putting what you have learned into practice

- 1 In case you were ill, what should be done to your room to make it more comfortable for you and more convenient for the person taking care of you?
- 2 If you have not made a bed according to the directions given on pages 505-507, read the directions and practice making a bed, adding the drawsheet. If you do not have a bed at school, make your bed at home and report the results to your teacher.
- 3 Make a swing as described above. Arrange it on a practice patient.

UNIT 4

SPECIAL NEEDS OF A BED PATIENT

Daily routine in the sickroom. Early in the morning sick people have many needs. The order in which these needs are taken care of will depend upon individual cases. One patient will want a drink first, while another will want to use the bedpan first or will want her mouth cleaned. A good nurse will cater to the wishes of her patient if they are reasonable and are in accordance with the doctor's orders.

The following order of procedure is often followed: Give the patient a drink; then the bedpan; cleanse her teeth and mouth; wash her face and hands; and then serve her breakfast. About one-half hour after breakfast the temperature, respiration, and pulse should be taken and recorded. An hour after breakfast bathe the patient. Medicine and treatments are given in accordance with the doctor's directions. Bed patients are usually given some light refreshment in the middle of both the morning and the afternoon. Time is allowed for a nap both in the morning and in the afternoon.



American Red Cross

A patient's tray should always be attractive

When visitors are allowed, it is desirable to have them come soon after the afternoon nap. Do not permit them to stay long enough to tire the patient. Be sure to consult the doctor before allowing visitors.

When it is not possible to have the window open all the time the room should be aired several times during the day. Protect the patient with an extra cover, and then open the windows to change the air in the room.

Before serving the patient's evening meal, see that the room is in order, and offer her a damp washcloth with which to wipe her hands and face. Early in the evening get the patient ready for the night. Give the bedpan, wash face and hands, arrange hair in comfortable manner, straighten bedding, add another blanket or put it near by, and either turn out the light or adjust it for the night. If the patient

does not require constant attention at night, but some medicine or treatment is to be given at a specified time during the night, set an alarm clock at this time and place it near your bed. A small bell placed on the bedside table will give the patient that comfortable feeling which comes from knowing that she can easily summon help when needed.

Giving a bed patient a drink. Usually sick people should be given cold water, but not iced water. If the patient is able to sit up, she will enjoy drinking from a glass. See that the glass is dry on the outside. If the patient is unable to raise her head from the pillow, you will find a bent-glass tube or a straw convenient to use. Your patient may prefer having hot water or fruit juice in the morning rather than a cold drink.

Giving a bed patient a bath. When a person is sick in bed, she should have a cleansing bath once a day. This may be given either an hour after breakfast or later in the day. Some patients sleep better when the bath is given at bedtime. The bath not only cleanses the body but refreshes and relaxes the patient. That is, it acts as a tonic for the patient if it is efficiently given. A poorly given bath may do a sick person more harm than good.

When you help your mother give a sick member of the family a bath, you can see that the room is comfortably warm, and then assemble all the necessary equipment. Put the patient's toilet articles on a tray and place the tray on the bedside table. Such things as a comb, toothbrush, nail file, powder, any other desired make-up materials, and soap should be on the tray.



Doris Wallace for American Red Cross

Giving a patient a drink through a glass tube



American Red Cross

Giving a patient a bath in bed

On a chair place two bath towels, a washcloth, a bath blanket if one is available, and clean linen for the bed if it is to be changed after the bath. A fairly large pan with handles on the sides, such as a foot tub or a dishpan, is a good pan to use. The bath pan should not be used for any other purpose during this time. Fill the pan a little more than half full of water slightly warmer than body temperature. Have a pitcher of hot water near to be added as the water cools.

Your mother prepares the patient for the bath by removing the bed spread and other covers and then placing the bath blanket over the patient. As she removes the spread and bed covers down to the top sheet one at a time, she folds them and places them over the back of two chairs placed with the backs together. Then she spreads the bath blanket over the sheet, removes the sheet by having the patient hold the top of the blanket, and pulls the sheet from the bed. She may use one of the bed blankets in place of the extra blanket to cover the patient. If so, she protects the blanket during the bath with a bath towel.

When the bath is given before breakfast, the teeth and mouth are usually cleaned at this time. Allow the patient to do this for herself if she is able. Use a shallow pan into which she may rinse out her mouth. You may need to pour water from a glass or small pitcher over the toothbrush for her. Have the patient rinse her mouth with water.

After the teeth are cleaned, your mother removes the patient's sleeping garment. If she is wearing pajamas, the trousers may be left on until after the upper part of the body has been bathed. To remove a nightgown, gather the garment from the bottom, and have the patient raise her hips by flexing her knees and pushing down on the bed with the bottom of her feet. Slip the garment under the patient's hips and up to her shoulders. Lift her shoulders and head with one hand, as you did in removing and placing a pillow, and draw the gown off with the other hand.

Your mother bathes the patient in the following order: face, neck, ears, arms and hands, chest, abdomen, back, hips, legs and feet, and lastly the genital area. She uses firm strokes and does not expose the patient while bathing her. She keeps the patient's body covered except the part that is being bathed. She first uses a soapy washcloth; and then rinses it thoroughly in the water and goes over that part of the body being bathed a second time. She is careful to cleanse between folds of skin, such as behind the ears, between the buttocks, under the arms, and between the toes. She dries each part as it is bathed.

When bathing the patient's back, your mother turns her on her side. When this is done, she protects the bed with a towel. While the

patient is on her side, she rubs her back with alcohol and sprinkles it with talcum.

Your mother changes the water at least once during the bath. Most patients enjoy having their feet put into the water. She protects the bed with an old newspaper; places the pan on the paper, flexes the patient's knees, and places either one foot at a time in the pan or both feet at once. When the patient is able, she lets her bathe the genital area. She arranges a bath towel under the hips, hands the patient a soapy cloth and asks her to finish the bath. Your mother rinses the cloth for the patient and hands her the towel.

When the bath is finished, your mother puts a clean sleeping garment on the patient. She places a towel over the pillow and combs the patient's hair. If the patient is able, she will enjoy doing this for herself and your mother helps the patient apply any make-up that she wishes. Then she removes the bathing equipment and puts the room in order. After this is done, she washes her hands with soap and water.

Care of the patient's skin. When people are in bed over a period of time, special attention must be given to the care of their skin to keep it from breaking and developing bedsores. Change the patient's position frequently, and keep the skin clean without allowing it to become too dry. Gently rubbing the back, elbows, and heels with an oily cream will help to keep the blood circulating through these parts and will help to keep the skin from becoming too dry. Some padding, such as rubber or cotton rings, placed under the elbows, spine, and heels may help to relieve the pressure caused by the weight of the body and may prevent friction with the bedding, both of which sometimes irritate delicate skins. If red or bruised spots appear, report the condition to the doctor, and follow his directions for additional treatment.

To show that you understand

- 1 What would you do for a patient when she awakens in the morning?
- 2 Make a schedule for a bed-patient showing at what time each thing is done for her.
- 3 How would you give a bed-patient a drink if she was not able to raise her head?

- 4 Make a list of the toilet articles you would like to use if you were a bed-patient.
- 5 Make a list of the equipment you would use in giving your younger sister a bath in bed.
- 6 List in proper sequence the things you would do when giving a classmate a bed bath.
- 7 What should be done to prevent bedsores from developing on a patient's skin?

Putting what you have learned into practice

- 1 If you have ever been sick in bed, compare the routine given above for the daily care of a bed patient with that of the care which you received. If you have never been sick in bed, discuss the above procedure with a member of your family who has had to spend several days or more in bed. Find out how her experience differed from that given above, and what additional things she would like to have done for her if she were to be in bed again for several days.
- 2 Practice giving your make-believe patient a drink of water when she is able to sit up in bed and when she is unable to sit up.
- 3 Bathe a would-be patient before your class.
- 4 As a class, make a collection of rubber or cotton rings which may be used to prevent bedsores.
- 5 Make a doughnut pressure ring for use under the elbows by wrapping narrow gauze around cotton. Be careful to overlap the gauze and fasten the ends by sewing.

UNIT 5

CARRYING OUT THE DOCTOR'S ORDERS

One of the most important qualities for the home nurse to possess is the ability to carry out the doctor's orders with accuracy. To do this, she may have to ask the doctor for detailed directions in cases where special treatment is required. However, there are certain

common procedures with which she should be familiar and which will save her time, as well as the doctor's.

The application of heat. Heat may be applied to relieve pain and inflammation. The application of heat stimulates the circulation, increases the activity of the cells, and also softens and relaxes the tissues. It should be used only at the direction of the doctor, as he is trained to understand what is taking place in the tissues, and is able to decide whether applying heat will help or aggravate the condition. In using heat, care must be taken not to burn the patient. This is especially true in the case of an unconscious patient, an older person whose senses may not be acute, and a baby, whose skin is very tender.

Either dry or moist heat may be used in treating a patient. Moist heat generally penetrates more readily than dry heat, but it cannot be used continuously, as it tends to make the skin soft and tender. Dry heat may be used continuously. It tends to relieve pain, as the nerve endings become less sensitive with the higher temperature that is possible with this type of heat. Moist heat may be applied in the form of a hot compress, a poultice, or a hot soak. Dry heat is generally applied by means of a hot-water bottle, an electric heating pad, or a baking lamp.

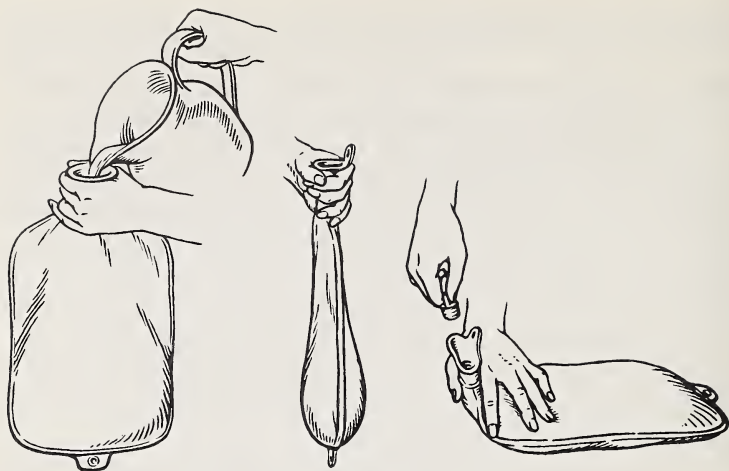
Hot compresses. Hot compresses consist of pads of soft material wrung out of very hot water to which some medication may or may not have been added. Hot compresses may be used on an infection such as a boil to draw the infection to the surface, or it may be used to increase the drainage after the boil is lanced. Such a compress will also relieve an inflamed eye condition. Salt, boric acid, or turpentine is sometimes added to the water, depending upon where the compress is to be applied. When the compress is to be used on the eye or any opening in the skin, it should be made of sterile gauze; and each time the compress is changed, the used one should be discarded, and a pad of fresh gauze should be applied.

Since a compress that can be wrung by hand is not hot enough, generally, to do any good, a wringer is necessary. An efficient compress-wringer can be made of a firm quality of muslin. It must be long enough to remain dry at both ends and wide enough to hold the compress. If the two ends of the muslin are finished with wide

hems, and sticks are inserted in each of these hems, the sticks can be twisted in opposite directions to wring the compress. A towel can be used in the same way, and, if the compress is not too large, a potato ricer is an efficient means of pressing water out of the compress.

In applying hot compresses, it is necessary first to assemble the needed equipment and arrange it on a table near the bed of the patient. A porcelain-top table is ideal for this purpose, but if this is not available, some means, such as an asbestos pad, must be taken to protect the table top from being marred by heat and water. The necessary equipment consists of a kettle of very hot water and some means of keeping it hot, such as an electric hot plate. In addition to this, you will need two pieces of material to use as compresses, a basin, a piece of oiled silk or waxed paper, a piece of flannel, vaseline or olive oil, a compress-wringer or towel, and a pail.

In applying the compress, first wash your hands thoroughly. Now, place one of the compresses in the wringer, and then put the wringer in the basin, with the ends of the wringer extending beyond the edge of the basin. Pour enough boiling water over the compress to saturate it. Wring the compress as dry as possible. Next, empty the water from the basin into the pail, and lay the wringer back in the basin. If the patient's skin is unusually tender, it will be desirable to apply a small amount of oil or vaseline to the area which is to be covered by the compress to prevent blistering. Now, open the wringer, shake out the compress, and test the temperature by holding it on the inside of your arm. Place the compress carefully on the patient, lifting it two or three times to accustom the patient to the heat. Cover it with a piece of oiled silk or waxed paper, and place the flannel over that to retain the heat. A hot-water bottle may be used to keep the compress hot. The length of time that the compress is to be kept on, as well as how frequently it is to be changed, will be specified by the doctor. Sometimes a compress is changed every two or three minutes over a period of ten to fifteen minutes and again it may be left on for fifteen or twenty minutes. When a compress is to be removed, a hot one should be prepared, and should be applied as soon as the cool one is taken off. Care should be taken to protect the patient from chilling at this time.



Filling the hot-water bottle

Hot soak. The hot soak is used in the case of infection in an extremity. The bed should be protected with a rubber sheet or several thicknesses of newspaper. Place a large pan or foot tub on the rubber sheet and in a position that will be most comfortable for the patient. Put a towel in the bottom of the pan and fill the pan about two-thirds full of water which is as hot as the patient can stand. Place a towel over the edge of the pan next to the patient. Place the patient's hand or foot in the water. Cover the pan and exposed part of the patient with oiled silk or similar material to retain the heat. From time to time it may be necessary to add more hot water to keep the soak at the proper temperature. When adding hot water, remove the patient's foot or hand to avoid burning her. Care should be taken to prevent chilling of the patient. The doctor will specify the length of time for the soak and at what intervals the soaks should take place.

Applying dry heat. Dry heat may be applied with a hot-water bottle, an electric pad, or a baking lamp. The electric pad is convenient and readily available. However, it should be equipped with a heat control, as an overheated pad can burn the patient, and might set fire to the bedclothes. Then, too, the wiring should be well insulated, and

the pad should be protected, so that it will remain perfectly dry to prevent any possibility of a short circuit.

The hot-water bottle is not so convenient, nor will it maintain as constant a temperature as the electric pad. It should never be filled with boiling water, as there is always the possibility that the bag may burst and the hot water scald the patient. Water that is not uncomfortable when tested on the arm is of about the right temperature for the hot-water bottle. Do not fill the bottle more than half full. To make the bottle softer and more pliable, expel the air by resting the bottle on the table until the water come up into the neck. Screw the stopper in place, wipe the bottle dry on the outside, and examine it for any leaks. Be sure that the stopper is tight. Wrap the bottle in a flannel cloth or towel and apply it to the patient. The bottle will have to be refilled with warm water whenever it becomes cool.

When the bottle is not in use, it should be drained, and hung upside down with the stopper removed.

The application of cold. Cold applications are used to slow down bacterial action, to reduce fever and inflammation, and to relieve headache. As with the application of heat, either dry or moist cold may be applied. Dry cold is applied by means of the ice bag, and moist cold by the cold compress.

The ice bag should be about half-filled with finely crushed ice if it is to be most comfortable to the patient. Expel the air just as you expelled the air from the hot-water bottle, by laying the bag on the table and pressing until the ice comes into the mouth of the bag. Screw the cap firmly in place, wipe the bag dry, and wrap it in a towel. The ice bag should never be put directly on the skin; and if it is to be used continuously over a period of time, it should be removed every few hours to permit normal circulation of the blood in the tissues affected by it.

When the bag is not in use, it should be emptied, wiped as dry as possible inside and out, and stuffed with tissue paper.

In applying cold compresses, protect the bed from moisture with a rubber or plastic sheet or a piece of oiled silk. Prepare a bowl of ice water. Place two pieces of material in the ice water and allow them to become thoroughly chilled. Wring out one piece and apply it to the

patient as quickly as possible. In a minute or two wring out the second compress and replace the first one with it. Usually cold compresses are applied for a 15 to 20 minute period at intervals of 2 or 3 hours. The compresses should not be covered, and should be changed very soon, as they become warm rapidly.

Gargles. Gargles are sometimes used in cases of sore throat. Unless gargling is correctly done, it is of little value, since the affected area may not be reached. Usually salt water is used for the gargle in the proportion of one teaspoon of salt to one pint of water. Since, in gargling, heat is beneficial, hot water should be used; and the patient should continue until the entire pint is used. The patient should fill her mouth with the hot salt water, close her nose, throw back her head, and gargle.

Inhalations. Inhalations are used where there is difficulty in breathing, as in asthma, croup, bronchitis, and colds. The steam soothes the tissues and helps to relax the muscles; and, if medicine is used in the

water, it is conveyed by the vapor to the linings of the nose, throat, and lungs. If plain steam is used, one method of preparing an inhalation is to use an electric percolator. Partially fill the percolator with water, plug it in, and heat the water to boiling. The patient can place her head over the percolator, and a piece of sheet or other material may be used to cover her shoulders, head, and the percolator. Or a hole just large enough for her mouth and nose may be cut near the bottom of a paper bag. The paper bag is then slipped over the percolator, and the patient sits with her mouth and nose in the hole, breathing the steam. This method has the

Using an inhalator



advantage of keeping the steam from making her hair damp, which may cause her to take cold. It also prevents the steam from irritating the eyes. If drugs are used in the water, a pitcher may be used in place of the percolator. If the pitcher is placed in a basin, it will be less likely to tip, and it can be handled with less danger of burning the patient or nurse.

To show that you understand

- 1 How should you know whether to apply heat or cold to a patient?
- 2 What determines whether you would apply moist or dry heat to a patient?
- 3 In what forms may moist heat be applied?
- 4 Have you ever used a hot soak for a member of your family? For what was it used?
- 5 If you do not have a hot-water bottle or an electric heating pad, what means could you use for applying dry heat to a patient?
- 6 How should the ice bag be taken care of after it has been used?
- 7 If you have ever had an ice bag used on you, explain its effect.
- 8 If you do not have an ice bag, how can one be improvised?
- 9 What devices have you used at home in giving inhalations?
- 10 What medicines are sometimes added to the water in giving inhalations?

Putting what you have learned into practice

- 1 Ask some member of your class to follow the directions given in the text and demonstrate the application of hot compresses, using another member as patient.
- 2 Ask a member of your class to give a hot soak to the hand or foot of another class member.
- 3 Practice filling a hot-water bottle. Check what you do with the points that are given in the text.
- 4 If you have an electric pad, examine it and report to the class whether or not it has a heat control and what means is used to keep the pad dry.

- 5 Ask some class member to demonstrate filling an ice bag.
- 6 Ask a class member to follow the directions given in the text and demonstrate the application of cold compresses by applying a cold compress to the eye of another member of your class.
- 7 Ask a class member to demonstrate giving an inhalation in your class.

UNIT 6

FEEDING A PATIENT

In cases of illness the patient's diet is generally suggested by the doctor. However, it is well to remember that the essential foods which we should have when we are in good health are equally important in illness. These essential foods are necessary to restore the body to normal health, and to enable it to carry on such body processes as breathing, digestion, and circulation of the blood. (See pages 152-153.)

Unless the patient is experiencing digestive difficulties or, owing to the nature of the illness, is unable to utilize a particular food element, she is usually given a general diet. By this is meant the essential foods, simply prepared, so that they may be easily digested. It is the home nurse's job to prepare and to serve the food so attractively that the patient will want to eat it, to report to the doctor any facts about the patient's appetite and the effects of the food, and to help the patient in eating if necessary.

Serving food to a patient. The invalid's tray should be of a type that is easily handled, so that the patient can eat in comfort. In this respect, probably the best type is the tray which is supported by a base resting on the floor under the bed. The additional cost of this tray is offset by its convenience, for it is adjustable and is so firmly supported as to make a satisfactory tray for reading or letter-writing, as well as for eating. For chronic invalids or in households where there are frequent or prolonged illnesses, this tray is a good investment. Another type of tray is supported on short legs which rest on the bed. This is less expensive and is convenient, though it is not so firm and

steady as the first type. If neither of these trays is available, a medium-sized serving tray or a cooky sheet may be used, and may be placed on a small table close to the bed or held on the patient's lap.

The patient should be given her meals at regular times. Usually when a person is sick, her appetite is sick also; and this may mean that she will have to be fed small amounts of food at more frequent intervals. For example, you might serve her three meals at the regular mealtimes, with small servings of food, and then serve some light foods, such as fruit juice, clear broth, milk, or eggnog, between these meals.

The tray should be arranged so that it is both attractive and convenient for the patient. Clean linen, shining silver, and colorful, dainty china will help to make the tray appealing. If the tray is arranged for a child, a small toy, a figure made from dried fruit, or a new dish or glass will add an element of surprise. One lovely flower, a news clipping, or a cartoon will add interest to the adult's tray. If the china and silver on the tray are arranged in the same order that is used in setting the table, they will usually be convenient for the patient. (See Chapter Eleven, Unit 1.) Hot foods should be served hot. Nothing is less appetizing than lukewarm soup or a cold baked potato. If the food has to be carried a distance from the stove, keeping the dishes warm over hot water and covering hot food with a bowl or lid will help to keep the food hot until it reaches the patient. Cold foods should be served so that they are cold—not lukewarm.

Do not ask the patient what she would like to eat. If her appetite is fickle, she will probably say she isn't hungry. Keeping in mind her food preferences and the diet prescribed by the doctor, prepare her food so that it will appeal to her; and she will want to eat it. If you are also responsible for the preparation of the family's meals, you can save your time and energy by including, in the menus for the family, food which the patient can eat.

Liquid diet. When the doctor specifies the diet, he sometimes names the actual foods if the diet is to be quite restricted; or he may say to give the patient a liquid diet, or a soft or light diet.

The liquid diet is given when ease of digestion is important. Foods in liquid form are easily used by the body; so an undue amount of

energy is not needed to utilize them. Liquids also help to regulate body temperature and to stimulate elimination. If the patient has to live on a liquid diet for any length of time, the nurse should realize that this diet is apt to be low in food value, and the patient will need to be fed every few hours. Generally a liquid diet includes clear soups, milk, malted milk, eggnog, strained fruit juices, strained whole-grained cereals, and tea and coffee.

Soft diet. Generally a soft diet follows a liquid diet, or if the illness warrants it, a soft diet may be given from the beginning. All the liquids given in the liquid diet are included, and the following items are added: eggs served in any form except fried; cooked fruits; cooked, strained vegetables; scraped beef; chicken; toast; crackers; custard; gelatin; ice cream; and sponge cake.

Light diet. A light diet is usually given during the convalescent period. This diet is similar to the previous one except that more bulk is included. Vegetables need no longer be strained, provided they do not contain a great deal of fiber. Raw citrus fruits, plain salads, and tender, lean meats are included in the diet. Foods which are rich, coarse-fibered, gas-forming, or fried are to be avoided. The home nurse may be sure that the diet which she is giving her convalescent patient is satisfactory if there are no digestive upsets, if the patient's appetite is good, and she seems to enjoy her food, and if she is gaining in weight, strength, and vitality.

Feeding the helpless patient. If the patient is unable to feed herself, the nurse, by using a rubber sheet, bath towels, or newspapers, should protect the patient's gown, the pillows, and the bedclothes against spilling. If the patient cannot sit up, the nurse should place one hand under the pillow and raise the patient's head slightly, being careful not to push the neck forward. With the other hand she should hold the glass to the patient's lips, tipping it slowly, and removing it frequently to allow the patient to swallow and to get her breath. Or the patient may be allowed to take the liquid through a glass drinking tube or a soda straw.

If the patient is to be fed solid food, the nurse should make the patient as comfortable as possible, put the tray on the bedside table, and seat herself beside the bed. The food should be given the patient

in small portions on a spoon, and the various foods should be alternated. Some care should be taken to be sure that the food is not too hot. The nurse should be careful not to hurry the patient or to make her feel that she is a trouble or a burden.

Giving medicines. When the doctor gives you directions about giving medicines to the patient, it is a good idea to write these directions down, so that you will have in writing the time, quantity, and method of giving the medicines which he prescribes. Medicines may be given by mouth, through the rectum, by hypodermic syringe, by inhalation, and by applying to the skin. Regardless of the method used, they should be given promptly, and should be accurately measured.

Medicine that is not clearly labeled should never be given a patient. Many medicines look alike, but have very different effects in the body. A medicine prescribed for one person should never be given to another, even though the symptoms seem to be exactly the same. After the patient has recovered, it is usually wise to throw away any medicine that is left over, as many drugs change in strength when they have been kept for a period of time.

In preparing to give medicine to a patient by mouth, read the label several times to be sure that you have the correct remedy. If the medicine is in liquid form, shake the bottle to be sure the contents are mixed, as medicine often settles upon standing, and will be weaker in the top of the bottle than in the bottom. Remove the cork, placing it top down on a tray, so that the medicine on the cork will not stain the tray or whatever you place it on. With the label side of the bottle up, pour the medicine into a standard measuring spoon or a medicine glass which is marked to measure various amounts. The glass should be held on a level with the eye if the measurement is to be accurate. If the medicine is measured in drops, a dropper should be used. Recork the bottle at once, reading the label again to be sure that you have the desired medicine. Give the prescribed dose to the patient. Unless prohibited by the doctor, medicine which is disagreeable in flavor may be followed by a cracker, a glass of orange juice, or water to remove the flavor; but disagreeable medicine should never be given in food, as the patient may turn against the food. The patient

should always be given a paper handkerchief to wipe her mouth after taking medicine.

If pills or capsules are given, they should be offered to the patient on a spoon—not in the nurse's fingers. Powders may be given in water or emptied directly from the paper in which they are wrapped onto the patient's tongue.

Keeping the patient mentally fit. The old-fashioned idea that an attractive woman must be weak and frail has been displaced with the realization that in these days it is the strong, healthy person who is able to lead a full, satisfying, happy life. During illness, the home nurse's attitude toward health will have much to do with the attitude of her patient.

If the nurse's manner is calm, unworried, and serene, she will convey a feeling of courage and confidence to the patient. If she pampers the sick person, does everything for her, keeps the thoughts of her illness uppermost in her mind, and caters to her slightest whim, she may make her lose all desire to be independent, and the patient will probably become very self-centered and demanding. On the other hand, if the nurse treats the illness in a matter-of-fact way, discusses it as little as possible, and is cheerful, the patient will probably take a similar attitude toward her condition. The nurse who allows her patient to do for herself whatever she is able to do, encourages her to think about the comfort and welfare of the other members of the family, and, if feasible, gets her interested in doing something for others, will speed the recovery of her patient and ease the burden and strain on the family. The home nurse should, of course, protect her patient from things which may disturb her mentally. Conferences with the doctor should take place outside the sickroom and out of the hearing of the patient. Visitors should not be so numerous, nor stay so long, as to tire the patient unduly, and they should not discuss depressing or overexciting subjects.

Helping the convalescent to get well. The few days, weeks, or months following an illness, when the patient is regaining her normal strength and energy, we call the period of convalescence. During this period the patient should gradually become able to take her normal place in life. It is the duty of the nurse to see that the convalescent is

occupied and entertained in such a way that she will forget her illness and look forward to doing something useful. While the nurse must be careful not to tire her patient during this period, it is possible, by encouraging helplessness and being oversolicitous, to help a convalescent develop into a chronic invalid. Every human being is happiest when she is reasonably able to take care of herself and can entertain herself with something constructive.

In the case of an injured person the period of convalescence may mean relearning to use parts of the body. One patient may have to learn to walk, another to use her hands. This may take hours of tedious practice. Under such circumstances the entire family will need to co-operate in helping the afflicted member of its group. Some member of the family may help by taking part in a game designed to strengthen weak muscles. Another member of the family may read to the patient or simply spend some time relating the happenings of the outside world, and thus the patient will be cheered and rested.

There are many things that shut-ins can do to entertain themselves. In the case of a person with a hobby, convalescence may afford an opportunity to develop the hobby further. However, if the convalescing period is long, the hobby may not furnish sufficient variety of interest to fill up the long days. All kinds of handwork, such as knitting, crocheting, embroidery, basketmaking, and weaving, are helpful in taking one's mind off oneself. There are many interesting picture magazines and books suitable for all ages. Some church groups and the Red Cross are glad to have scrapbooks of picture cards, cross-word puzzles, and cartoons to send to hospitals. It is good for a patient to do something for someone else.

Convalescing children may need more help in keeping themselves occupied than any other age-group. As with other ages, individual interests will be a determining factor in making a choice of activity. Usually small children enjoy working with colored crayons, cutting out pictures, stringing beads, putting simple jigsaw puzzles together, looking at picture books and magazines, and having someone read to them. In addition to these things, older children may enjoy cross-word puzzles, paper dolls (if girls), more complicated jigsaw puzzles, and books and magazines to read.



American Red Cross

Keep medicines out of reach

The medicine cabinet. In a home medicine cabinet everything should be clearly labeled, and the older members of the family should know what each thing is for. It is a good plan to have a list on the door of the cabinet to indicate which medicine should be used in each type of emergency. Poisons should be indicated in some way. Colored bottles, a particular kind of label, or pins run through the corks are some ways that can be used to distinguish poisons. They should be placed on the top shelf of the cabinet out of the reach of young children and where they are not too easily accessible to adults.

Some essential supplies for the cabinet are sterile cotton, sterile gauze, adhesive tape, dressings of various sizes, scissors, eye dropper, tweezers, clinical thermometer, and medicine glass. In addition, there should be rubbing alcohol, tincture of merthiolate, baking soda, salt, aromatic spirits of ammonia, and any drugs ordered by the doctor.

To show that you understand

- 1 What types of invalid's trays may we purchase?
- 2 If you do not have an invalid's tray, what could you use for the patient's meals?
- 3 Name several things that you could put on a patient's tray to surprise and to interest her.
- 4 What means can be used to keep food hot until it reaches the patient?

- 5 In planning a patient's diet, what things should be considered?
- 6 How can you make the invalid's tray attractive?
- 7 List the essential foods that should be included in the patient's diet, unless the doctor has specified a special diet.
- 8 Plan a liquid diet which would include as many of these essential foods as possible.
- 9 When are liquid diets given?
- 10 What is meant by a soft diet?
- 11 How does a light diet differ from a soft diet?
- 12 If the patient has to be fed, how should the bed be protected?
- 13 In feeding the patient, what are some things the nurse must remember?
- 14 Why should directions for giving medicine be written down?
- 15 Give directions for giving liquid medicine to a patient.
- 16 How are pills or capsules given to a patient?
- 17 What attitude on the part of the nurse will help the patient to recover?
- 18 How can you help prevent a convalescent patient from developing into a chronic invalid?
- 19 What are some things that shut-ins can do?
- 20 How should poisons in the medicine cabinet be designated?
- 21 Where should poisons be placed in the medicine cabinet?
- 22 What are some essential supplies that should be in the medicine cabinet?

Putting what you have learned into practice

- 1 Arrange a tray for a sick person so that it is convenient and attractive.
- 2 Ask a member of the class to demonstrate the correct way to give medicine in liquid, pill, and powder form.
- 3 Ask a member of the class to demonstrate giving liquid medicine to a helpless patient.
- 4 Make a list of things that a six-year-old girl would enjoy doing while recovering from the measles.
- 5 Collect games that young children can play in bed.

- 6 Make a list of things that you would enjoy doing if you were a convalescent.
- 7 Select a committee from your class to write and perform for the class a short play showing the part that the nurse, visitors, and family members have in developing a wholesome mental attitude in the patient.
- 8 Make a list of the contents of your home medicine cabinet. Opposite each item write what the item is used for. This list could be fastened on the inside of the cabinet door.
- 9 Is there anything in your cabinet that should be thrown away?
- 10 Make a plan showing an efficient arrangement of the contents of your cabinet.
- 11 What items in your medicine cabinet that are not listed in the text have you found especially valuable?

Appendix

NUTRITIVE VALUE OF FOODS

Pro = Protein
 CHO = Carbohydrate (total, excluding fiber)
 Ca = Calcium
 P = Phosphorus

Pro. = Iron
 mgms. = milligrams
 E. P. = Edible portion. Analysis given in E. P. unless otherwise noted.
 A. P. = As purchased

c = cupful (standard 8 oz.)
 " = inches
 T = tablespoonful
 t = teaspoonful
 - = No appreciable content

+ = Food contains the vitamin
 ++ = A good source
 +++ = An excellent source
 * = Doubtful or insufficient
 Var. = Variable

NOTE. Taken from *Nutritive Value of Foods*, by D. S. Waller and the Department of Dietetics, University of Michigan Hospital. Published by George Wahr, Ann Arbor, Michigan.

Food	Measure	Pro. grams	Fat grams	CHO grams	Calories	Ca grams	P grams	Fe mgms.	Vitamins		
									A	B	C
Apples, fresh	$\frac{3}{8}$ of 2 $\frac{3}{4}$ " diam. or 1, 2" diam.	.3	.4	13.9	60	.007	.012	.36	+	+	++
Apple sauce	$\frac{3}{8}$ c	.4	.5	30.1	124	.009	.015	.37	*	*	- to +
Apricots, fresh	2, 1 $\frac{1}{8}$ " diam.	1.0	.1	12.3	54	.014	.025	.61			
Apricots, dried, cooked	$\frac{1}{2}$ c	1.3		30.7	128	.018	.032	2.01			
Asparagus, fresh	12, 5" stalks	2.2	.2	3.2	24	.025	.039	.96	++	++	*
Avocado (alligator pear)	1, 4" long	4.0	46.4	13.4	487			.57	++	++	*
Bacon, cooked	4 strips 3 $\frac{1}{4}$ " long	2.5	7.5		77	.001	.026	.30	- to +	+	*
Bananas	1, 6 $\frac{1}{2}$ " long or $\frac{3}{4}$ c sliced	1.2	.2	22.4	96	.009	.031	.64	+	+	++
Beans, kidney, canned	$\frac{1}{2}$ c	7.0	.2	17.3	99	.043	.158	2.31	+	*	+
Beans, baked, canned	$\frac{1}{2}$ c	6.9	2.5	17.1	118	.042	.340	2.05	*	+	-
Beans, snap, raw	$\frac{3}{8}$ c	2.4	.2	6.3	37	.046	.052	.98	+	++	++
Beans, Lima, green, shelled	$\frac{1}{2}$ c	7.5	.8	22.0	125	.028	.133	2.40	++	++	++
Beans, Lima, dried	$\frac{3}{8}$ c	18.1	1.5	65.9	349	.071	.338	8.62			
Beef bouillon	$\frac{1}{2}$ c scant	2.2	.1	.2	18						
Beef, round, lean	4" X 4" X $\frac{1}{2}$ "	19.7	8.0		151	.011	.212	4.1	+	+	- to +

Beef, roast, fat	1 slice 5" x 2 1/2" x 3/4"	22.3	28.6	347	.013	.240	4.93	+	+	- to +
Beef, dried	7 slices 4" x 5"	30.0	6.5	178	.017	.323	6.2		+	
Beef, dried, creamed	1/2 c scant	8.0	10.9	158	.090	.125	1.26			
Beef, stew, with veg.	1/2 c	5.3	4.6	114	.022	.080	1.58			
Beet greens	1/2 c cooked	2.0	.3	27	.029	.039	3.13	++	++	*
Beets	1/2 c diced	1.6	.1	41	.022	.031	.85	- to +	+	+
Biscuits, baking-powder	2 small biscuits	2.5	2.9	94	.017	.034	.91			
Blackberries, fresh	1 1/8 c	1.2	1.1	46	.017	.034	.91			
Blueberries	2/3 c	.6	.6	63	.020	.008	.80			
Bologna	4" x 4" x 1/8"	5.6	5.3	70	.001	.018	.84			
Bran	2 c unwashed	16.4	6.1	169	.120	1.215	8.52	+	++	-
Bread, graham	1 slice	2.7	.5	77	.015	.065	.7	+	++	-
Bread, rye	1 slice	2.7	.2	76	.007	.044	.5	*	++	*
Bread, white, water	1 slice	2.8	.4	77	.008	.028	.3	*	+	-
Bread, whole-wheat	1 slice	2.9	.3	72	.015	.052	.5	milk	++	to +
Broccoli, stalks	2, 5" stalks	3.3	.2	32				water	++	-
buds										
leaves										
Brussels sprouts	2/3 c	4.4	.5	52	.027	.120	1.42			
Butter	1 T	.1	11.9	108	.002	.002	1.38			
Buttermilk, churned	1/2 c	3.0	.5	36	.105	.097	1.17	+++	-	*
Cabbage, Chinese	7/8 c shredded	1.4	.1	14		.62	.25	+	++	to +
Cabbage, white, fresh	3/8 c cooked, 1 1/2 c raw	1.4	.2	25	.045	.029	.43	+	++	++
green										
red										
Cake, plain	2 1/2" x 2 1/2" x 1 3/4"	3.7	7.4	199	.027	.045	1.22			
Cake, chocolate	2 1/2" x 2 1/2" x 1 3/4"	3.0	9.3	191	.021	.048	1.04			
Cantaloupes, E. P.	1/2 c pulp; 1/3 of 4 1/2" melon	.6	.2	25	.017	.015	.39	++	++	++

Food	Measure	Pro. grams	Fat grams	CHO grams	Calories	Ca grams	P grams	Fe mgms.	Vitamins			
									A	B	C	
Carrots	$\frac{3}{8}$ c cooked	1.2	.3	8.2	40	.056	.046	.64	+++	++	+	+
Cauliflower	$\frac{2}{3}$ c cooked	2.4	.2	4.0	27	.123	.061	.94	*	++	+	+
Celery	4 med. stalks or $\frac{3}{4}$ c cut	1.3	.2	3.0	19	.078	.037	.62	- to +	++	+	*
Chard (leaves only)	$\frac{1}{3}$ c cooked	2.6	.4	4.0	28	.150	.040	3.09	++	+	+	*
Cheese, Cheddar (Amer.)	3" x 2" x 1" or $\frac{3}{8}$ c grated	27.7	36.8	4.1	458	.931	.683	1.38	++	*		*
Cheese, cottage, skim	$\frac{1}{2}$ c or 6 T	20.9	1.0	4.3	110	.077			+	*		*
Cherries, sweet, black	$\frac{2}{3}$ c	1.1	.5	17.4	78	.019	.031	.77	++	+		*
Chicken, broilers, E. P.	$\frac{1}{2}$ med. size	21.5	2.5	2.5	108	.012	.232	.70	- to +	+		*
Chicken, fowl, stewed	$\frac{1}{2}$ breast	19.3	14.3	14.3	206			.70	- to +	+		*
dark meat	1 thigh	19.3	14.3		206			1.01	- to +	+		*
Chicken salad	$\frac{1}{4}$ c plus 2 leaves lettuce	4.6	11.9	1.1	130	.025	.061	.39	- to +	+		
Chocolate, milk, bar	6 $\frac{1}{2}$ " x 3" x $\frac{3}{16}$ "	4.8	21.0	30.7	331							
Chocolate blancmange	$\frac{1}{2}$ c scant	3.5	6.6	26.3	179	.102	.106	.41				
Cocoa	1 T	1.6	2.2	2.8	37	.009	.054	.23				
Cocoa, beverage	$\frac{4}{8}$ c	6.0	7.3	14.9	148	.195	.172	.48				
Cod, fresh	4" x 1 $\frac{1}{2}$ " x 1"	16.5	.4		70	.018	.192	.34	- to +	+		*
Codfish, salt, cooked	$\frac{1}{3}$ c flaked	25.4	.3		104							
Cod-liver oil	1 T		14.0		126				+++	-		-
Cookies, chocolate drop	1 cookie 2 $\frac{1}{4}$ " diam.	1.2	3.7	6.5	65	.008	.022	.17				
Cookies, sugar, plain	1, 2 $\frac{1}{4}$ " diam.	.7	1.8	7.0	47	.003	.007	.07				
Corn, sweet	$\frac{3}{8}$ c cooked	3.7	1.1	21.9	102	.006	.103	.47			++	-
Corncake (johnnycake)	2" x 2" x 1"	2.6	3.0	16.0	101	.025	.044	.31	+			
Cornflakes	$\frac{3}{8}$ c	1.6	.1	17.3	77	.004	.038	.5				
Corn meal, cooked	$\frac{1}{3}$ c	1.5	.4	12.5	59	.003	.036	.25				
Corn sirup (Karo)	2 T			30.0	120							

Cornstarch	1 T		5.4	22	.105	.081	.21			
Cornstarch blanchmange	$\frac{3}{8}$ c	flaked	21.0	127	.17	.181				
Crabmeat, canned	1 cracker		.7	79	.020	.020	.18			
Crackers, graham	1 double cracker	4" x 2"	7.2	41	.002	.008	.10			
Crackers, saltines	1 c		5.4	34	.002	.013	.44	*	+	+
Cranberries, A. P.	1 T		9.9	47	.018	.013	.03	+	+	+
Cream, 20%	1 T		.6	31	.014	.013	.44	+	+	+
Cream, 32%	1 T		.53	47	.014	.012	.03	+	+	+
Cream, 40%, whipped	1 T		.3	38	.009	.007	.02	+	+	+
Cucumber	$\frac{3}{8}$ c	sliced or 3" x 1 $\frac{1}{4}$ " diam.	2.2	12	.016	.033	.33	-	to	+
Currants, dried	$\frac{3}{8}$ c		7.42	322	.082	.195	3.99			+
Custard	$\frac{1}{2}$ c		6.3	147	.138	.134	.79			
Dandelion greens	$\frac{1}{2}$ c	cooked	7.0	44	.105	.072	3.03	+	+	+
Dates, E. P.	14	dates	78.4	347	.065	.056	3.56	+		*
Doughnuts	1, 3" diam., 1 $\frac{1}{2}$ " thick		24.5	200						
Dressing, meat or poultry	$\frac{1}{4}$ c		6.9	136	.026	.041	.30			
Duck	2 slices	1 $\frac{3}{8}$ " x 1 $\frac{1}{2}$ " x $\frac{1}{4}$ " cooked	15.2							
Eggs, whole	1 medium		3.3	119	.013	.240	1.71	-	to	+
Eggs, white	1 white		5.2	74	.033	.090	1.26	+	+	+
Eggs, yolk	1 yolk		.1	17	.005	.005	.03			
Eggplant	slice	4 $\frac{1}{2}$ " x $\frac{1}{2}$ " or 1 c diced	5.3	58	.022	.084	1.22	-		
Endive	2 to 4 stalks	or $\frac{1}{2}$ hd.	.2	25	.011	.034	.47	+	+	+
Farina, cooked	$\frac{1}{2}$ c		3.2	21	.104	.038	1.23	+		*
Figs, fresh	3, 1 $\frac{1}{2}$ " diam.		12.4	59	.003	.020	.14			
Figs, dried	17 figs		4.4	81	.053	.036	.79			
Flour, buckwheat	$\frac{3}{4}$ c		67.5	290	.162	.116	2.87			
Flour, rye	$\frac{3}{4}$ c		77.5	346	.010	.176	3.20			
			78.3	349	.018	.289	2.83			

Food	Measure	Pro. grams	Fat grams	CHO grams	Calo-ries	Ca grams	P grams	Fe mgms.	Vitamins		
									A	B	C
Flour, white	1 T	.9	.1	6.0	28	.002	.007	.07	-	-	-
Flour, whole-wheat	$\frac{3}{4}$ c	13.8	1.9	71.0	356	.031	.238	2.5	-	to +	-
Frankfurters	2, 5 $\frac{3}{4}$ " x 1" diam.	19.6	18.6	1.1	250	.011	.216	2.5	-	to +	-
Fudge, chocolate	1" cube	.5	1.9	18.5	93	.010	.017	.09	-	-	-
Gelatin, dry	1 t	2.7			11						
Gelatin dessert (lemon jelly)	$\frac{1}{2}$ c scant	1.6		18.3	80	.002	.001	.02			
Gingerale	$\frac{1}{2}$ c			8.0	32						
Gingerbread	2" x 2" x 1"	1.7	2.4	15.9	92	.038	.024	1.01			
Grapes, Amer. types	$\frac{1}{2}$ c or 24 grapes	1.4	1.4	14.4	76	.019	.031	.74			
	pulp							1.36	+	to ++	+
	skin							.30	+	to ++	+
Grape juice, Concord	$\frac{1}{2}$ c scant	.3		17.3	70	.011	.011	.27	+	to ++	+++
Grapefruit, E. P.	$\frac{1}{2}$, 4" diam. or $\frac{1}{2}$ c	.5	.2	9.8	43	.021	.020	.30	+	to ++	+
Grapefruit juice	$\frac{3}{8}$ c scant			6.7	27				+	to ++	+
Gravy, meat-stock	1 T	.1	1.3	.6	14			.01	+	to ++	+
Halibut	4" x 1 $\frac{3}{8}$ " x $\frac{3}{4}$ "	18.6	5.2	121	121	.020	.214	.93	-	to +	*
Ham, boiled	2 slices 4 $\frac{1}{2}$ " x 4 $\frac{1}{2}$ " x $\frac{1}{8}$ "	20.2	22.4	282	282	.012	.218	1.7	-	to +	-
Ham, smoked, med. fat	4 $\frac{1}{2}$ " x 4 $\frac{1}{2}$ " x $\frac{1}{4}$ "	16.3	38.8	414	414	.009	.176	1.4	-	to +	-
Hash	$\frac{1}{2}$ c	16.3	20.8	12.8	304	.019	.200	3.84	-	to +	+
Heart, beef	2" x 3" x 1"	16.0	20.4	248	248	.009	.172	4.8	++	++	+
Hermits	1 cooky 2" diam.	.6	1.5	6.3	41	.003	.007	.12			
Hominy, cooked	$\frac{1}{2}$ c	2.2	.2	17.8	82	.002	.020	.10			
Honey	5 T	.4		81.2	326	.004	.019	1.15			
Honeydew, A. P.	1" wedge from 7" melon	.4	.1	3.7	18				-	-	-
Ice cream, vanilla	$\frac{3}{8}$ c	2.5	17.1	18.2	237	.082	.080	.21			

Jelly	5 T	1.0	77.2	313	.014	.008	.30	++	*	*
Kale	1 c cooked	3.9	6.0	45			2.54	++	+	+
Kidney, veal	$\frac{1}{2}$ c diced	16.9	6.4	125	.010	.182	4.0	++	+	+
Kohlrabi	$\frac{1}{2}$ c diced	2.1	.1	32	.077	.071	.61	*	*	*
Lamb, chops, E. P.	3 med. size	18.7	28.3	329	.011	.202	1.6	- to +	+	*
Lamb, roast	slice $4\frac{1}{2}'' \times 5'' \times 1''$	19.7	12.7	193	.011	.212	1.7	- to +	+	*
Lemons, A. P.	1 lemon, $2\frac{3}{4}''$ long	.6	.4	25	.019	.026	.4	+	++	++
Lemon juice	1 T		1.2	5	.004	.001		+	++	++
Lentils, dry	3 c	25.7	1.0	349	.107	.438	8.6	+	++	++
Lettuce, head	16 leaves of leaf or 8 of head or $\frac{1}{4}''$ head plus 1 leaf	1.2	.2	16	.043	.042	.42	+ to ++	++	++
Lettuce, head	leaf		2.3	16			1.87	+++	++	++
Liver, beef, uncooked	$3'' \times 6'' \times \frac{1}{2}''$	20.4	4.5	129	.012	.220	8.3	++ to +++	++	*
Liver, calves', uncooked	$3'' \times 6'' \times \frac{1}{2}''$	19.0	5.3	124	.011	.205	5.4	++ to ++	++	*
Lobster	$\frac{3}{4}$ c flaked	18.1	1.1	84	.020	.208	.44	- to +	+	*
Loganberries	$1\frac{1}{8}$ c	1.0	.6	64						
Macaroni and cheese	$\frac{7}{8}$ c	5.7	7.5	146	.114	.116	.40			
Macaroni, cooked	$\frac{1}{2}$ c scant	3.0	1.5	89	.005	.032	.26			
Mackerel	$2'' \times 3'' \times 1''$	18.7	7.1	139	.020	.215	.75	+	+	*
Marmalade, orange	$1\frac{1}{8}$ T	.2	25.3	102						
Marshmallows	13	1.9	80.1	328						
Mayonnaise	1 T	.2	.4	103	.002	.006	.08			
Milk, whole	$\frac{3}{4}$ c or 1 glass	6.6	8.0	138	.240	.186	.48	++	++	- to +
Milk, whole	1 c	7.9	9.6	166	.288	.223	.58	+++	++	- to +
Milk, skim	$\frac{1}{2}$ c	3.4	.3	37	.122	.096	.25	+	++	- to +
Milk, condensed, sweetened	$\frac{1}{8}$ c	8.8	8.3	326	.300	.235	.60	+++	++	+
Milk, evaporated	$\frac{1}{8}$ c	9.6	9.3	167	.349	.271	.7	+++	++	- to +

Food	Measure	Pro. grams	Fat grams	CHO grams	Calo- ries	Ca grams	P grams	Fe mgms.	Vitamins		
									A	B	C
Milk, malted, dry	1 T	1.7	.8	8.6	48	.108	.089	.22			
Milk, top	$\frac{3}{8}$ c	3.0	14.0	4.3	155	.591	.123	22.32		+	-
Molasses	1 c	6.7		194.0	803	.037	.053	.39			
Muffins (1 egg)	1 muffin	3.9	4.1	20.2	134	.017	.108	.73		*	-
Mushrooms ¹	$\frac{1}{2}$ c cooked	.3	.3	3.2	25			2.87			
Mustard greens	$\frac{1}{2}$ c cooked	2.3	.2	16.8	80			.63			
Noodles, cooked	$\frac{1}{2}$ c	2.6	.2	11.1	66	.011	.065	.63			
Oatmeal, cooked	$\frac{1}{2}$ c scant	2.7	1.2	11.1	66			.63			
Oil, olive or salad	1 T	14.0	14.0	126	126					- to +	
Okra	$\frac{1}{2}$ c canned	1.8	.2	6.4	35	.071	.019	.63		*	*
Oleomargarine	1 T	.1	11.6	105	105					++	-
Olives, green, plain, A.P.	13, $1\frac{1}{2}$ " x $\frac{3}{8}$ "	.8	20.2	8.5	219	.122	.014	2.11			
Olives, ripe, A. P.	20 med. size	1.4	21.0	3.5	209					- to ++	
Onions, cooked	$\frac{1}{2}$ c or 3, $1\frac{1}{2}$ " diam.	1.4	.2	9.5	45	.034	.045	.48			
Onions, young, green	20, 5" long	1.0	.2	8.8	41			.47		+	+
Oranges, E. P.	pulp of orange $2\frac{1}{2}$ " diam.	.9	.2	10.6	48	.045	.021	.52		- to +	+
Orange juice	$\frac{1}{2}$ c	.6		9.1	39	.029	.016	.24		*	+
Oysters, raw	$\frac{1}{2}$ c standards	6.2	1.2	3.7	50	.052	.155	3.14		- to +	+
Oysters, raw	cooked									*	*
Parsnips	$\frac{1}{2}$ c diced	1.5	.5	16.0	74	.059	.076	.77		- to +	+
Peaches, fresh	1 medium	.5	.1	11.4	48	.016	.024	.33		+ to ++	+
Peanut butter	1 T	4.7	7.4	2.7	97	.013	.072	.4		+	+
Peanuts	$\frac{3}{4}$ c	25.8	38.6	21.9	538	.071	.399	2.31		+	*
Pears, fresh	1 medium	.7	.4	14.4	64	.015	.026	.32		*	+
Peas, fresh	$\frac{3}{4}$ c	6.7	.4	15.5	92	.028	.127	2.07		++	++

¹Protein content low; nitrogen mainly as nonprotein nitrogen; carbohydrate mostly nonextractable, presumably of no nutritive value.

Peas, canned, incl. liquor	$\frac{3}{4}$ c	5.2	.5	12.9	77	.027	.122	2.05	++	++	++	++
Peas, canned, drained	$\frac{3}{8}$ c	4.6	.5	11.2	68	.089	.335	2.58	++	++	++	++
Pecans	$\frac{7}{8}$ c	11.0	71.2	13.3	738	.006	.026	.40	++	++	++	++
Peppers, green	1, 3 $\frac{3}{8}$ " long	1.2	.2	4.3	24	.011	.026	.46	++	++	++	++
Pie, apple	$\frac{1}{8}$ of pie 9" diam.	2.1	9.2	42.8	262	.110	.118	.75	++	++	++	++
Pie, cream	$\frac{1}{8}$ of pie 9" diam.	6.5	9.4	32.2	239	.018	.028	.37	++	++	++	++
Pineapple, fresh	$\frac{1}{2}$ c diced or 2 slices 3, 1 $\frac{1}{2}$ " x $\frac{3}{8}$ "	.4	.2	13.3	57	.020	.032	.56	++	++	++	++
Plums, fresh	3, 1 $\frac{1}{2}$ " diam.	.7	.2	12.4	54	.010	.179	1.3	++	++	++	++
Popcorn, popped	1 c	1.2	.5	8.5	43	.008	.140	1.0	++	++	++	++
Pork, chops, med. fat	1 med. chop $\frac{1}{2}$ in. thick	16.6	30.1	1.1	337	.014	.058	.85	++	++	++	++
Pork, sausage	7, 3" x $\frac{3}{8}$ "	13.0	44.2	18.7	454	.028	.060	.73	++	++	++	++
Potato, white, baked	1, 2 $\frac{1}{2}$ " diam.	2.0	.1	18.7	84	.060	.075	.61	++	++	++	++
Potato, white, mashed	$\frac{1}{2}$ c	2.0	6.4	15.7	129	.015	.060	.87	++	++	++	++
Potato, white, creamed	$\frac{1}{2}$ c	2.9	5.9	14.7	124	.018	.052	.74	++	++	++	++
Potato, white, fried	$\frac{1}{2}$ c scant	2.1	8.6	18.7	161	.019	.045	.77	++	++	++	++
Potato chips	10 to 12 large chips	1.4	8.0	9.3	115	.015	.030	.81	++	++	++	++
Potato salad	1 leaf lettuce plus $\frac{1}{2}$ c salad	1.7	11.1	13.6	163	.015	.030	.81	++	++	++	++
Potato, sweet, baked	$\frac{1}{2}$ med. size	1.8	.7	26.9	121	.018	.052	.74	++	++	++	++
Prunes, fresh	3, 1 $\frac{1}{2}$ " diam.	.9	.2	21.3	91	.019	.045	.77	++	++	++	++
Prunes, dried, cooked, A. P.	3 prunes plus 3 T juice	.6		34.2	139	.015	.030	.81	++	++	++	++
Puffed rice	$\frac{1}{2}$ c	.8		7.9	35	.001	.010	.11	++	++	++	++
Puffed wheat	$\frac{1}{2}$ c	1.3	.2	7.0	35	.004	.042	.41	++	++	++	++
Pumpkin	$\frac{1}{2}$ c cooked	1.2	.2	6.0	31	.023	.059	.93	++	++	++	++
Radishes	10, 1" diam.	1.2	.1	3.5	18	.021	.029	.83	++	++	++	++
Raisins, seeded seedless	$\frac{3}{4}$ c	2.6	3.3	76.1	344	.064	.132	2.99	++	++	++	++

Food	Measure	Pro. grams	Fat grams	CHO grams	Calo- ries	Ca grams	P grams	Fe mgms.	Vitamins		
									A	B	C
Raspberries, black, fresh	1½ c	1.5	1.6	12.1	69	.049	.052	.99	*	*	++
Raspberries, red, fresh	1 c	1.1	.6	11.6	56	.049	.052	.99	*	*	++
Rhubarb, fresh, cooked	½ c scant	.5	.1	3.1	15	.044	.031	.56	*	*	+
Rice Krispies	¾ c	6.0	.3	88.4	380	.011	.010	2.7	-	-	-
Rice, polished, cooked	½ c	1.8	.1	21.3	93	.002	.026	.28	-	-	-
Rice pudding	½ c	4.3	3.6	12.0	98	.045	.053		++	++	*
Romaine	¾ large head	No data available.									
Rutabagas	½ c mashed	1.1	.1	7.6	36	.07	.056	.36	+	++	+++
Salad dressing, boiled	5 T	3.6	10.9	11.2	157	.080	.102	.86			
Salad dressing, French	1 T		7.3		60						
Salmon, fresh	3" × 4" × ¾"	22.0	12.8		203	.024	.253	.83	+	+	*
Salmon, canned	½ c flaked	21.8	12.1		196	.024	.250		+	*	*
Sardines	4, 3½" long	23.0	19.7		269	.025	.264	1.3	+	+	+
Sauerkraut	¾ c	1.7	.5	3.8	27				+	+	+
Shredded wheat	1 biscuit	2.9	.4	21.3	101	.011	.091	1.3	+	+	+
Shrimp, canned	¾ c	25.4	1.0	.2	111	.028	.292	2.67		*	*
Soup, vegetable (julienne)	1 c	4.7	.2	2.5	31	.016	.013	.19			
Soup, cream of pea	½ c	2.8	3.3	6.1	64	.050	.070	.34			
Soup, cream of tomato	¾ c	3.0	7.7	7.1	109	.090	.076	.38			
Spinach	½ c cooked	2.3	.3	2.6	22	.067	.068	2.55	+++	++	+++
Squash, winter	¾ c mashed	1.5	.3	7.4	38	.018	.018	.55	+++	*	*
Strawberries, fresh	¾ c	.8	.6	6.9	36	.041	.028	.68	+	+	+++
Sugar, granulated	1 T			13.0	52						
Sugar, powdered	1 T			12.0	48						

A TABLE OF SUGAR EQUIVALENTS

<i>One cup of sugar is equal in sweetness to</i>	<i>In using equivalents, reduce the amount of other liquid by</i>
1 c. honey	$\frac{1}{4}$ to $\frac{1}{2}$
$1\frac{1}{2}$ c. molasses	$\frac{1}{4}$ to $\frac{1}{2}$
$1\frac{1}{2}$ c. maple sirup	$\frac{1}{2}$
2 c. corn sirup	$\frac{1}{4}$ to $\frac{1}{3}$

NOTE. When dried fruits are used as in cookies, no reduction in liquid is necessary, as the fruit will absorb the excess liquid.

In baking cakes and cookies, half sugar and half sirup usually gives better results than all sirup.

Allow $\frac{1}{2}$ tsp. baking soda to 1 c. molasses and $\frac{1}{4}$ tsp. baking soda to 1 c. maple sirup to take care of the acidity of these sirups.

Index

- Acetate, 370
Acne, 130
Acrilan, 371
Allowance, girl's, 113-117
Anger, 92-94
Anklets, 418-419; size of, 419; laundering, 427
Apple pudding, 307
Apples, fresh-cooked, 194
Apponized fabrics, 384
Apricots, 198
Apron or smock, use of, 174-175
Arnel, 371
Arranging furniture, 523-525
Ascorbic acid. *See* Vitamin C
Asthma, relief of, 560-561
- Baby-sitting, 77
Bacon, 211-213
Baking, 247-249; of cake, 334; cookies, 337-338
Balance wheel, of sewing machine, 446-447
Basting, 465-468; even, 466; uneven, 467-468; removing, 468
Bathing, of children, 73-75; and beauty, 128; of bed patients, 551-554
Bathroom, care of, 75, 510-512
- Beauty, and health, 119-123; and bathing, 128; and care of face, 128-130; and care of teeth, 132; and care of hair, 132-134; and care of hands and nails, 134-136; and care of feet, 136-137; and posture, 138-139
Bed, directions for making, 505-507; type of, for girl's room, 516; hospital, 546; preparing for patient, 547
Bed patient, readying room for, 545-561; equipment needed for, 546; comfort of, 546-547; preparing bed for, 547; use of bedpan by, 549-550; special needs of, 549-554; giving drink to, 551; bathing, 551-554; care of skin, 554; feeding, 562-565; giving medicine to, 565-566; keeping mentally fit, 566; helping to convalesce, 566-567
Bedpan, use of, 549-550
Bedroom, orderliness in, 500-502; daily care of, 503-509; cleaning of, 504-506, 507-509; attractiveness of, 513-514, 527-538; furnishing, 513-538; selecting furniture for, 516-519, 540-541; arranging furniture in, 523-525; background for, 527-530; curtains for, 531-533; preparation of, for illness, 547
Bedspreads, materials for, 536-537

- Bellmanized fabrics, 384
- Beriberi, vitamin protection from, 164
- Beverages, 213; milk, 213-216; cocoa, 216-217; coffee, 218-220; tea, 221-222
- Bias strips, 474
- Bindings, 474
- Biscuits, baking powder, 249-250
- Blackheads, 129-130
- Blanket stitch, 472-473
- Bleaches, use of, for cleaning fabrics, 429
- Blondes, colors for, 399
- Blood, importance of red corpuscles in, 159; iron in relation to, 159; copper in relation to, 159
- Bobbin, sewing machine, filling of, 447-448; adjusting lower tension, 450
- Boundary lines, effect of, on the figure; 390
- Boy friends, 15-17
- Braising, 293-295
- Bread, value of, 202-203; toast, 202-205; how made, 203-204; hot, 245-251, 267-269
- Breakfast, importance of, 185-186; varying plan of, 186; types of, 186-188; an adequate, 188; fruit for, 189-191, 194-198; procedure, 191; prepared at school, 191-193; courtesy at, 193; getting variety into menu, 194-205; cereals for, 198-201; bread and toast for, 202-205; for special occasions, 206-225; beverages for, 213-222; for guests, 222-225; table setting and service for, 225
- Breath, how to keep sweet, 130
- Broccoli, 312-313
- Broiling, 293
- Bronchitis, relief of, 560-561
- Brothers and sisters, 63-101
- Brunettes, colors for, 400-401
- Brush and comb, care of, 133
- Brushes, clothing, 434; hair, 132-134
- Budget, definition of, 109; items in family, 109-114; standard, 110; how to make, 110-117; influence of standard of living on, 111-113; for a girl's allowance, 113-117
- Bureau. *See* Dressers
- Business, dressing for, 409
- Buttonholes, bound, 488-491; worked, 491-494
- Buttons, 496-498
- Buying, cosmetics, 129; seasonal foods, 172; eggs, 210-211; bacon, 211-212; milk, 214-216; canned foods, 233-235; meat, 289-290; gelatin, 309; textiles, 362-364; vat-dyed fabrics, 380; glazed chintz, 381; clothing, 387-388; footwear, 414-419; needles, 442; thread, 442; thimble, 442-443; pins, 444-445; patterns, 455; materials, 455; furniture, 516-519; lighting fixtures, 522-523
- Cabbage salad, 306
- Cake, Halloween, 326-328; Devil's Food, 334-336
- Cakes, three types of, 329; characteristics of, 329; ingredients of, 329-330; methods of mixing, 331-334; preparing pans for, 334; baking of, 334-336; icing for, 336-337
- Calcium, uses of, in the body, 155-157; milk and cheese as source of, 156-157; results of insufficient, 157
- Calendering, 381
- Candy, value of, in diet, 340; time to eat, 340; types of, 340; cooking crystalline, 340-341; testing, 341-342; handling after cooking, 342; characteristics of crystalline, 342; fudge, 342; making noncrystalline, 342-344; caramels, 344
- Canned foods, grades of, 231-235; sizes of cans of, 235; spoilage of, 235
- Caramels, 344
- Carotene, 164
- Carrot curls, 262
- Ceilings, 529-530
- Centerpieces, 347
- Cereals, types used for breakfast foods, 198; whole-grain, refined, and enriched, 199-200; preparation of, 200-201; variety in, 201
- Chairs, 519
- Chalk board, 461
- Character building, 13
- Cheating, overcoming, 98
- Cheese, as source of calcium, 156-157; triangles, 238; as meat substitute, 240; kinds of, 240-241; dishes, 241-243
- Children, health habits of, 71-84; routine of living, 72-77; bathing, 73-75; elimi-

- nation, 75-76; other personal habits, 76; diet, 79; digestion, 79-80; good food habits, 80-81; clothing, 81-82; and play, 82-88; social development of, 89-98; and fear, 90-92; and anger, 92-94; and obedience, 94-97; and cheating and lying, 97-98
- China, placing of, 349
- Chocolate, in icing, 336; in cookies, 338
- Cleanliness, personal, 126-137
- Cloth, processes in making, 374-384
- Clothes closets, arrangement of, 501-502
- Clothing, popularity and, 4-6; appropriate, 4-6; suitability of, 4; care of, 39-40, 65, 423-438; children's, 81-82, 139; in kitchen, 174-175; selecting suitable and becoming, 387-388; good line in, 388-395; pleasing color in, 397-401; good fit and workmanship in, 402-405; footwear, 414-419; outer, 418; cost of, 421-422; plan for purchase of, 421; made at home, 439-499
- Cocoa, value of, 216-217; preparation of, 217
- Coffee, roasting of, 218; types of grind, 219-220; boiled, 219; percolated, 219-220; drip, 220
- Cold applications, 559
- Colds, relief of, 560
- Color, choice of, 397-401; hue of, 398; value of, 398; intensity of, 398; schemes for combination of, 398-399; general rule for, 399; effect of, on eyes, 400; and the ensemble, 400-401; in the home, 527, 530; in curtains, 532-533; floors, walls, and ceilings, 548
- Coloring, types of personal, 399-400
- Compresses, 556-557, 559
- Conflicts, psychological, 31-33; youth versus maturity, 31-32; dealing with, 32-33
- Constipation, 130
- Construction lines, 390-392
- Convalescents, 566-568
- Cookies, variation of butter cake, 329; recipes for, 337-338; ice box, 337-338; chocolate drop, 338
- Copper, need for, in the body, 59; foods rich in, 160
- Cosmetics, use of, 128-130; buying, 129
- Cotton, source of, 365-366; shrinkage of, 383; flameproofing, 384; permanent crispness of, 384
- Council, family, 60-62
- Courses, dinner, 284-285
- Courtesies, in school, 18-23; at school dances, 23-25; in public, 25-26; at breakfast, 193; at parties, 324; at table, 356-360
- Cover, definition of, 348; silver for, 348-349; china and glass for, 349; napkin for, 349; serving dishes for, 349-350
- Crease resistance, fabric, 383
- Croup, relief of, 560
- Curtains, 531-533; kinds of, 532; making, 535-536; pattern in, 536; relation to rugs and walls, 536
- Cushions, 537
- Custard sauce, 313-314
- Custards, 269-270; soft, 269-270; baked, 269-270
- Cuticle, care of, 135-136
- Dacron, 372
- Dancing, courtesies in, 23-25; chaperons, 24-25
- Darlan, 372
- Darning, 432-433
- Darts, 475-476
- Daydreaming, 52-53
- Decorating, 538
- Decoration, lines of, 395
- Delays, explaining, 47
- Democratic way of life, freedoms and responsibilities of, 55-59
- Dependence, period of, 69-70
- Desks, 502, 516-519
- Desserts, relation of, to meal, 303; custard, 303
- Diet, adult's versus child's, 79; in relation to minerals, 154-161; in relation to vitamins, 162-170; in sickness, 562; liquid 563-564; soft, 564; light, 564
- Digestion, influences affecting, 79-80
- Dining room, care of, 510
- Dinner, 282-287; when served, 282-284; menus for, 284-287; meat for, 288-295; vegetables for, 297-300; with meat as main course, 303-314
- Discipline, child's reaction to, 94-98

- Dishes, serving, placement of, 349-350
 Dishwashing, 178-179
 Disinfectant, use of, 511
 Doctor, calling a, 543; family, 544; carrying out orders of, 555-561
 Draperies, 531
 Drawsheet, 547
 Dress. *See* Clothing
 Dress covers. *See* Garment bags
 Dressers, 516; drawers of, 502; scarfs for, 536
 Dressings, salad. *See* Salad dressings
 Dressmaker's carbon, 461
 Dressmaking, 454-499; selecting pattern for, 454-455; selecting material for, 455-456; material needed for, 456; use of pattern in, 456-462; placing, cutting, and marking material, 460-462
 Drink for bed patient, 551
 Dry heat, use of, 556-559
 Dusters, 508
 Dusting, 508
 Dyeing, process of, 380-381; yarn, 380; piece, 380; color-fastness, 380
 Dynel, 372
- Eggs, preparation of, 207-208; soft-cooked, 208; scrambled, 208; poached, 208-209; value of, 209; digestibility of, 209; structure of, 209-210; buying of, 210-211; storage, 210-211; frozen, 210-211; dried, 210-211; cost of, 210-211; test for freshness of, 211; as meat substitute, 240; à la king, 251; in custards, 270
 Electric pad, 558-559
 Elimination, children's, 73; toilet routine, 75-76; water drinking as aid to, 130; regular time for, 130
 Ensemble, color selection for the, 400-401
 Entertainment, for home parties, 317-319
 Environment, 33-35
 Exercise, children's, 72; necessity for, 124-125
 Eyes, emphasizing color of, 400
- Fabrics, buying, 362-364; fibers used in, 365-372; how made, 374-384; spinning, 374; weaving, 375-379; finishes for, 379-384; moisture-resistant, 383; permanent crispness, 384; removal of
 stains from, 429-430; laundering wool, 431-432; selecting for dressmaking, 455-456; for curtains, 532-533; for bedspreads, 536-537
 Face, care of, 128-130; effect of neckline on shape of, 392-394
 Facings, 474
 Facts, facing, 48-49
 Family life, and sense of security, 29; harmony between two generations, 37; well-adjusted, 55-59; family council, 60-62; brothers and sisters, problems between, 63-67; sisters, problems between, 63-66
 Fashion, 390
 Fasteners, 405, 435, 494-499
 Fears, 49-51; rationalization of, 51; of children, 89-92; how to overcome, 91-92; value of, 92
 Feed, of sewing machine, 447
 Feeding a patient, 564-565
 Feet, care of, 136-137
 Fever, reduction of, 559
 Fibers, sources of, 365-372; cotton, 365-366; linen, 366-367; silk, 367; wool, 368-369; synthetic, or man-made, 369-372; chart of, 370-372
 Finishes of fabrics, 379-384
 Fit, in clothing, importance of, 402-405
 Flameproofing, 384
 Floors, cleaning of, 507, 512; as background, 529
 Flour, types of, 203, 246-247; measuring, 247
 Food, for children, 77-79; variety, 79; good food habits, 80-81; at regular times, 140-141; thorough chewing of, 144; chosen for balance, 144-145; adequate, 145-146; needed for one day, 146-148; for fuel, 149-151; weight in relation to, 151-152; for building and repair, 154-155; for minerals, 155-161; for vitamins, 162-164; cost of delivery of, 172; time for cooking and serving, 172-173; daily menus, 173; work plan in preparing, 176-177; for breakfast, 186-222; for luncheon, 226-280; canned, 233-235; for packed lunch, 275-280; for dinner, 284-314; party, 319-322, 326-338; for the sick, 562-565

- Footwear, 414-419; shoes, 414-416; and posture, 415; stockings, 416-418; anklets, 418-419
- Fortisan, 370
- Frankfurters, stuffed, 326
- French dressing, 244
- French seams, 479
- Fresh air, need of, 124
- Friendship, value of, 12-15; with boys, 15-17; courtesies that help to strengthen, 18-26
- Frozen fruit salad, 321-322
- Frozen vegetables, cooking of, 300
- Fruit, value of, 189; kinds for breakfast, 189-191; dried, 189-191; quick-frozen, 189-191; canned, 191; variety for breakfast, 194; fresh, 194-196; dried, how prepared, 197; salad, 244, 251-252; for packed lunch, 278; frozen salad, 321-322
- Fudge, 342
- Fuel foods, need of, 150-151
- Furniture, polishing, 508-509; for bedroom, 513-522; choosing individual pieces of, 519; qualities of, 519-521; qualities of durable, 521-522; accessories in, 523; arranging, 523-525; painting, 538; refinishing, 538
- Games, party, 317-319
- Gargles, correct use of, 560
- Garment bags, 425
- Garments, finishing details of, 488-499
- Garnishes, 259
- Gathering, use of, 468-470
- Gauge, 464
- Gelatin, source of, 309; buying, 309; value of, 309; types of dishes made from, 309-310; preparation of, 310-311; Lemon Snow, 313
- Gingerbread, 328
- Glass, placing of, at table, 349
- Glazed chintz, how to purchase, 381
- Gloves, 426
- Grapefruit, preparation of, 194-196
- Guest, qualities of a successful, 324
- Guest breakfast, preparation of, at school, 222-224
- Habits, advantages of desirable, 37; steps in forming new, 37-40; as aids to popularity, 40-41; health, 71; child's routine of living, 71-84; daily health, 121-125; in sewing, 451; of orderliness, 500-502
- Hair, care of, 132-134
- Hairdress, and neckline, 392-394
- Halloween parties, 326-329
- Handkerchief, use of, 76
- Hands, care of, 134-136
- Hangers, 424
- Hat, care of, 426
- Hat stands, 424
- Head, of sewing machine, 446
- Health, forming good habits of, 71-73; and sleeping, 72-73, 77, 123-124; play and exercise, 72, 124-125; and bathing, 73-75; and elimination, 75; and personal cleanliness, 76; and food, 77-79; and digestion, 79-80; and good food habits, 80-81; through play, 82-84; and beauty, 119-125; and fresh air, 124-125; and sunshine, 125; and sweet breath, 130; and clothing, 139 (children's, 81-82); and minerals, 154-161; and vitamins, 162-170; mental, of the sick, 566
- Heat, application of, 556-559
- Hemming, kinds of, 470-472
- Hems, of skirts, 405; finish of, 405; establishing line of, 484-485; turning and basting, 485; disposing of fullness in, 485; finishing edge of, 486-488
- Heredity, 33
- Home, characteristics of a successful, 30, 34; helping to care for, 509-512; care of sick in, 540-568
- Home nursing. *See* Nursing, home
- Hooks and eyes, 405, 498-499
- Hose. *See* Stockings. *See also* Anklets
- Hostess, qualities of a successful, 322-323
- Hot breads, 245-250; flour for, 246-247; leavening agents in, 247; combining ingredients in, 248; baking-powder biscuits, 248-251; baking, 249; muffins, 267-269
- Hot soak, 558
- Hot-water bottle, 559
- Housedresses, 412
- Housekeeping, orderliness in, 500-502; cleaning, 504-505, 507-509; dusting, 508; polishing, 508-509; responsibilities in, 509-512

- Ice bag, 559
Ice box cookies, 337-338
Icing, uncooked chocolate, 336; sea-foam, 336-337; purposes of, 336-337
Illness, caring for, 540-568
Imagination, meaning of, 97; control of, in children, 97-98
Income, family, 102-107
Individuality, 27-35. *See also* Needs, basic
Infections, 556, 558
Inflammation, 556, 559
Inhalations, 560-561
Introductions, how to make, 323
Invitation, to a party, extending, 316-317; response to, 317
Iodine, use of, in the body, 160-161; foods rich in, 160-161
Iodized salt, 161
Iron, and red corpuscles, 159; and anemia, 159; foods rich in, 160
Ironing board, 445
Irons, 445
- Juices, for breakfast, 195
- Kitchen, equipment of, 174; cleanliness in, 174-175; supplies in, 176; technique reminders, 178; cleaning range in, 180-181; cleaning sink in, 181-182; care of refrigerator, 182; cleaning desk or table top, 182; care of, 510
Knitting, process of, 379
- Labels, on garments, 405; on medicines, 565, 568
Lamp shades, 522
Lamps, 522-523
Laundering, of underwear, 426-427; of stockings, 427; of woollens, 431-432
Lavatory, cleaning of, 511
Leadership, qualities of, 7
Leavening agents, 247
Lemon sauce, 307
Lemon Snow, 313
Lighting, 522
Linen, 366-367; crushing of, 366; for conduction of heat, 366-367; washing of, 367; uses of, 367; shrinkage of, 383
Linen, table, 346-347, 367
Lines, in dress, meaning of, 388-395; harmony of, 389; boundary, 390; construction, 390-392; neck, 392-394; decorative, 394-395; of curtains, 533
Linoleum, cleaning of, 512
Lipstick, how to apply, 128-129
Living room, care of, 510
Luncheon, importance of wholesome, 227-229; characteristics of good, 228-229; types of, 229-230; soups for, 230-233, 235-237; meat substitutes in, 240-243; hot breads for, 245-250; eggs for, 250-251; salads, 251-252; meat extenders at, 265-273; packed, 275-280
Lying, 97-98
- Manicuring, 134-136
Man-made fibers, 369-372; uses of, 369; chart of, 370-372
Manners, good. *See* Courtesies. *See also* Table manners
Material. *See* Fabrics
Maturity, traits of, 42-52
Mayonnaise, preparation of, 256-257
Meals, three daily, 140-145; well-balanced, 141; going without, 144; considerations in planning, 171-173; breakfast, 184-225; luncheon, 226-280; dinner, 282-314; for invalids, 562-565
Measures, table of, 178
Measuring, ingredients, 177-178; medicines, 565
Meat, definition of, 288; value of, 288; characteristics of good, 289; grading of, 289; cuts of, 289-290; cost of, how determined, 289-290; cooking of, by dry heat, 290-293; cooking of, by moist heat, 293-295; storing, 295; types of, for dry-heat cooking, 302-303; for moist-heat cooking, 308-309
Meat extenders, 265-267; luncheon using, 267
Meat patties, broiled, 305-306
Meat substitutes, 240-243
Medicine cabinet, 568
Medicines, 565-566
Mending, basket for, 425; rips, 433; tears, 433-434; by patching, 434-435
Mental development of children, 86-88
Menus, daily, 173; breakfast, 180-191; for school guest breakfast, 222-224; lunch-

- eon with cream soup, 235-238; luncheon with cheese dish, 242-243; luncheon with egg dish, 244-245, 250-251; luncheon with salad, 259-262; luncheon using meat extender, 265-273; dinner, 284-287; modified for guests, 307-308; family breakfast, 351-352; informal dinner, 352-354; for invalids, 563-564
 Mercerizing, process of, 381
 Milk, as source of calcium, 155-157; amount needed daily, 155-156; whole versus skim, 156; as source of iron, 160; as source of vitamins, 163-164; value of, 213; Pasteurized, 213-214; certified, 214; homogenized, 215; skim, 215; buttermilk, 215; dried, 215; condensed, 215; evaporated, 215-216; use of canned, 216; how to care for, 216
 Minerals, need of, in body, 154-161; calcium, 155-158; phosphorus, 158; iron, 159; copper, 159-160; iodine, 160-161
 Morality through example, 98
 Moth protection, 383-384, 437-438
 Muffins, qualities of good, 267-268; mixing, 268; recipe, 269; baking, 269

 Nails, care of, 134-136
 Napkin, placing of table, 349; use of table, 357
 Napping, process of, 381
 Necklines, effect on differently shaped faces, 392-394; ways of finishing, 405
 Needles, 440-442
 Needs, physical needs, 27, 30; basic, of individual, 27-31; balance in, 29-31; conflicts in, 31-33; heredity and environment factors in, 33-35
 Niacin, preventer of pellagra, 169; sources of, 169
 Nursing, 540-568; detection of symptoms, 541-543; calling doctor, 543-544; making bed patient comfortable, 545-549; daily routine of, 549-554; bathing, 551-554; carrying out doctor's orders, 555-561; application of heat, 558-559; application of cold, 559-560; gargles, 560; inhalations, 560-561; feeding patient, 562-565; giving medicines, 565-566; convalescence, 566-567
 Nylon, a synthetic, 371

 Obedience, 94-97
 Orange toast, 202
 Oranges, juice of, 195; sliced, 196; sections, 196
 Orderliness, 500-502
 Organdy, giving permanent stiffness to, 384
 Orlon, 371
 Overcasting, 473

 Packed lunch, for school, 275-280; equipment for, 276; foods for an adequate, 276-277; sandwiches for, 277; how to pack, 278-280
 Pan broiling meat, 292
 Pans, preparing of cake, 334
 Parties, 315-324; invitations, 316-317; preparation for, 316, 320-322; types of entertainment for, 317-319; refreshments for, 319-320, 326-328; qualities of successful hostess, 322; making introductions, 323; qualities of successful guest, 324; skating, 326; Halloween, 326-327; dressing for, 409
 Patching, 434-435
 Patient, diet, 562-565; giving medicine to, 565-566; keeping mentally fit, 566; convalescence, 566-567. *See also* Bed patient
 Patriarchal family system, 54-55
 Pattern, selecting, 454-455; amount of material needed for, 456; understanding marks on, 456-457; use of chart on, 457; testing for size and proportion, 457-458; altering, 458-459; laying on material, 460-461; cutting garment by, 461-462
 Peas, buttered, 243
 Pellagra, 169
 Permanent waves, 134
 Personal care, 126-139
 Phosphorus, 158
 Physician. *See* Doctor
 Pictures, how to hang, 525
 Pills, how to give, 566
 Pimples, 130
 Pincushions, 445
 Pineapple juice, 195
 Pins, 462-463
 Pipings, 474

- Plackets, continuous bound, 481-483
 Plastic mats, 346
 Play, developing physically through, 82-83; direction of, 83; materials for, 84; resourcefulness and imagination developed by, 86; learning to make decisions through, 86-87; concentration taught by, 86-87; artistic and dramatic ability developed through, 87-88; knowledge gained through, 88; for convalescents, 567
 Pleats, 476-477
 Poise, acquirement of, 40
 Poisons, 568
 Popcorn balls, 329
 Popularity, 3-11, 40-41
 Posture, 138-139; at table, 356-357; when sewing, 451
 Pot roasting meat, 293
 Potato salad, 261-264
 Potatoes, baked, 306; mashed, 312
 Powders, how to give, 566
 Preparation, for guest breakfast, 222-224; for luncheon, 253, 259-261; for parties, 320-322
 Presser foot, of sewing machine, 447
 Pressing, 430-431
 Printed textiles, 380-381
 Proportion, good, in furniture, 520-521; in curtains, 533; of dresser scarf, 536
 Protein, 154
 Pudding, apple, 307
 Pulse, 542-543
 Punctuality, 46-47
- Quick rolled oats, 202
- Radish roses, 262, 264
 Range, care of, 180-181
 Rationalization, 51
 Rayon, 370, 382, 384
 Refinishing furniture, 538
 Refreshments, 319-320, 326-328
 Refrigerator, care of, 182
 Respiration, 543
 Responsibility, 44-48
 Riboflavin. *See* Vitamin B₂
 Roasting meat, 292
 Rouge, 128-129
 Routine, daily, 121
 Rubber sheet, 547
- Rugs, cleaning of, 508; in relation to walls and curtains, 530
 Running stitch, 468
- Sabel process, for fabrics, 384
 Salad dressings, French, 244; for fruit salad, 252; kinds of, 256; mayonnaise, 256-259; cooked, 258; mixing, with salad, 259; sour cream, 306; Thousand Island, 313
 Salads, Waldorf, 238; fresh fruit, 244; molded fruit, 251-252; value of, 255; types of, 255; greens, 255-256; dressings for, 256-258; characteristics of a good, 258; preparing, 258-259; garnishes for, 259; potato, 261; tossed, 270-272; for packed lunch, 276-277; simple, 303; cabbage, 306
 Salt, iodized, 161
 Sandwiches, grilled, 262; for packed lunches, 277; kinds of, 277; making, 277-280; keeping, 278-280; party, 322
 Sanforlan, 382
 Sanforset, 383
 Sauce, white, 232; lemon, 307; custard, 313-314
 Sausages, 224
 Savings, 116-117
 Schedules, baby and child, 72-77
 Scissors, 443-444
 Sea-foam icing, 336-337
 Seams, shoulder, 403; armhole, 403; underarm, 403; correct position of, 403-404; waistline, 404; width of, 404-405; finish of, 404-405, 478, 479, 480; plain, 478; French, 479; fell, 479; lap, 479-480
 Seasons, dressing for the, 412-413
 Security, emotional, 28-29, 97-98
 Self-confidence, 6-7, 9
 Serving dishes, placement of, 349-350
 Serving of meals, breakfast, 225; luncheon, 253-254, 262-264, 272-273; dinner, 304-305, 312; refreshments, 320; rules for, 350-354; types of, 350; family breakfast, 351-352; informal dinner, 352-354
 Sewing, good working habits in, 451. *See also* Dressmaking

- Sewing box or basket, 425
- Sewing machine, 445-451; parts of, 446-448; operation of, 446-451; threading, 448; adjusting tension of, 449-450; care of, 451
- Shears, use and care of, 443-444
- Sheraton style furniture, 519-520
- Shoe bags, 501
- Shoe racks, 501
- Shoes, children's, 82
- Shoes, sizes of, 414; points in selecting, 414-415; fitting of, 414-415; heels, placement and height of, 414-415; counters of, 415; materials in, 415-416; appropriate, 415-416
- Shoulder seam, 403
- Shrinkage, treating fabrics for resistance to, 382-383; Sanforlan, 382; Sanforset, 383
- Shrinking fabrics, method of, 456
- Sickroom, 545-547
- Silhouettes. *See* Boundary lines
- Silk, source of, 367; effect of sunlight, heat, and perspiration on, 367; laundering of, 367; weighting of, 382
- Silver, table, 348-349; use of, 357-359
- Sink, care of, 181-182
- Sisters, problems between, 63-65
- Sizing, 381-382
- Skin, care of, 128-130, 554
- Skirt, wool, laundering of, 431
- Sleep, children's, 72-73, 77, 122-124
- Sleeves, setting in, 480-481
- Slide fasteners, 405, 483-484
- Slip covers, 537
- Snaps, sewing on, 405, 494-495; replacing, 435
- Soup, cream, 233-237; cream of tomato, 237-238
- Spaghetti casserole, 272
- Spinning, 374
- Spool pin, sewing machine, 447
- Sports, dressing suitably for, 409
- Stains, removal of, 428-430
- Stewing meat, 293
- Stitches, basting, 465-468; running, 468; gathering, 468-470; hemming, 470-472; slip, 472; blanket, 472-473; overcast-ing, 473
- Stockings, children's, 82
- Stockings, selection of, 416-417; size of, 416-417; length of, 416-417; stretch of, 417; test for stretch of, 417; materials used in, 417-418; cotton, 417; lisle, 417; rayon, 417; wool, 417; silk, 417; nylon, 417-418; method of construction, 418; full-fashioned, 418; thread count of, 418; denier of, 418; gauge of, 418; and anklets, 418-419; laundering, 426-427; darning, 432-433
- Storage, of meat, 295; cotton and linen garments, 437; woolen garments, 437-438
- Street, dressing for, 409-412
- Style. *See* Fashion
- Suitability of clothing. *See* Clothing, appropriate
- Sunshine, need of, 125; substitutes for, 125; as source of Vitamin D, 167-168
- Supplies, 176
- Sweaters, wool, laundering of, 431-432
- Swiss steak, preparation and cooking of, 309, 312
- Synthetic fibers. *See* Man-made fibers
- Syrup, 205
- Table, value of an attractive, 345-346; rules for setting, 346-350; linen for, 346-347; centerpiece for, 347; cover for, 348; silver for, 348-349; china and glass for, 349; napkin for, 349; serving dishes for, 349-350; rules for serving at, 350-354
- Table manners, importance of, 356-360
- Table service, English, 350; Russian, 350
- Table-setting, breakfast, 225; luncheon, 253-254, 262-264; dinner, 304-305, 312; rules for, 350-360
- Table top or desk top, care of, 182
- Tailor's chalk, 461
- Tailor's tacks, 464-465
- Tannin, 221
- Tape measure, 444-445
- Tea, source of, 221; grades of, 221; types of, 221; composition, 221; effect of boiling, 221-222; preparation of, 222; steeping, 222
- Teeth, care of, 132; care of patient's, 553
- Temperature, normal body, 413, 541-542; how to take, 542

- Tension, sewing machine, adjustment of, 449-450
- Textiles. *See* Fabrics
- Theine, 221
- Thermometer, clinical, use of, 542
- Thiamine. *See* Vitamin B₁
- Thimble, purpose of, 442-443
- Thousand Island salad dressing, 313
- Thread, kinds and uses of, 442
- Thread count, of stockings, 418
- Thread guides, 447
- Tile, cleaning of, 512
- Time, for cooking and serving meals, 172-173
- Toast, preparation of, 202-205; cinnamon, 204; French, 205
- Toilet, cleaning of, 511-512
- Tomato sauce, 306
- Tomatoes, juice of, 195
- Tracing wheel, 461
- Travel on highways, 47
- Tray, invalid's best type of, 563
- Trubenzizing men's collars, 384
- Tub, cleaning of, 511
- Tucks, 477-478
- Types of coloring, 399-400
- Ultraviolet rays, 168
- Underarm seam line, 403
- Underwear, laundering, 426-427
- Utensils, cooking, care of, 175-176
- Vegetables, in cream soups, 233; canned, 233-235; for packed lunch, 277; value of, 297-298; preparing raw, 297-298; for dinner, 297-300; conserving color and flavor in, 298; preparing cooked, 298-299; purpose of cooking, 299; how to cook, 299-300; conserving vitamins and minerals in, 299-300; retaining form of, 300; cooking frozen, 300
- Vicara, 372
- Vitamin A, 163-164
- Vitamin B₁, 164-165
- Vitamin B₂, 168
- Vitamin B₆, 170
- Vitamin C, 166-167
- Vitamin D, 167-168
- Vitamin E, 168
- Vitamin K, 170
- Vitamins, 162-170, 297-300
- Waistline, 404
- Wallpaper, 427-428
- Walls, 427-428
- Wardrobe, planning a, 388
- Washing. *See* Laundering
- Waxing floors, 508
- Weaves, plain, 375-376; rib, 375-376; basket, 375-376; twill, 376-377; satin, 377; figured, 378; double, 378; gauze, 378; pile, 378-379
- Weaving, process of, 375-379
- Weekly care of clothing, 428-435
- Weight, importance of maintaining correct, 151-152; table for girls, 153
- Weighting, purpose of, 381-382; how to detect, 381-382; of silks, 382; of rayon, 382; types of, 382
- Welsh rabbit, 242-243
- Wheat, grain of, 198-200; bran, 199; endosperm, 199; germ, 199
- Woods, in furniture, 521
- Woodwork, as background, 529
- Wool, source of, 368; characteristics of fiber, 368-369; virgin, 368; elasticity of, 369; reprocessed, 368; re-used, 368; shrinking of, 368, 382; napping, 381; moth protection of, 383-384; selection of, 413
- Wool garments, laundering of, 431-432; storing of, 437-438; moth-proofing of, 437-438
- Work plan in preparing foods, 176-177
- Workmanship, in clothes, 404-405
- Yeast, 203
- Zippers. *See* Slide fasteners

Drawings by BARBARA CORRIGAN

Color transparencies and photographs by JANE and STEVEN COONS



TX 145 L18 1960
LAITEM HELEN HOLLMAN 1897-
EXPERIENCES IN HOMEMAKING

40800377 CURR HIST



000029875499

